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ABSTRACT

This curriculum guide developed in California and organized in 10 chapters, provides a home economics education career path guide and model curriculum standards for high school home economics programs. The first chapter contains information on the following: home economics education in California, home economics careers for the future, home economics education curricular paths, career path clusters in home economics, teaching and learning in home economics education, Future Homemakers of America-Home Economics Related Occupations, teacher preparation, program and student assessment, and developing and implementing quality home economics education programs. The following nine chapters contain model curriculum standards for nine home economics career clusters: (1) consumer home economics; (2) child development and education; (3) consumer services; (4) family and human services; (5) fashion design, manufacturing, and merchandising; (6) food science, dietetics, and nutrition; (7) food service and hospitality; (8) hospitality, tourism, and recreation; and (9) interior design, furnishings, and maintenance. The standards specify the general as well as content-specific information that students should attain after a 2-year sequence of home economics education in high school. Appendixes contain the following: 29 home economics and 66 career-vocational references; glossary; California Basic Educational Data System codes and titles; and a summary of academic standards. (KC)

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Home Economics Education

Career Path Guide
and
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Home Economics Education

Career Path Guide
and
Model Curriculum Standards

Developed by

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in Cooperation with

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Preface

The key goals of education are to prepare young people with the skills critical for academic success, satisfying employment, and personal fulfillment. As the 21st century draws near, our students need to be equipped with skills essential to a democratic society and a world-class workforce. California students must be educated to higher levels to compete in an increasingly complex and technological workplace and to make critical decisions that affect all aspects of work as well as personal and family life. Two distinct but interlocking programs, Consumer Home Economics and Home Economics Related Occupations, contribute to the goal of preparing students for living and earning a living.

Several important national and state initiatives and reports have emphasized the need for redesigning education. These reports include *America 2000: An Education Strategy; America's Choice: High Skills or Low Wages!; What Work Requires of Schools: A SCANS Report for America 2000;* and *Second to None: A Vision of the New California High School.*

In response to these initiatives and reports as well as federal and state legislation, home economics educators collaborated with related business, industry and community organizations to create a blueprint for action: *Home Economics Education Career Path Guide and Model Curriculum Standards.* The Home Economics Education Unit met with focus groups to identify the scope and sequence as well as the curriculum standards for secondary programs in Consumer Home Economics and eight Home Economics Related Career Path Clusters: Child Development and Education; Consumer Services; Family and Human Services; Fashion Design, Manufacturing, and Merchandising; Food Science, Dietetics, and Nutrition; Food Service and Hospitality; Hospitality, Tourism, and Recreation; and Interior Design, Furnishings, and Maintenance.

The *Home Economics Education Career Path Guide and Model Curriculum Standards* document provides philosophical and programmatic direction for redesigning secondary home economics instruction and developing curriculum. It is an important resource for teachers, administrators, counselors, home economics teacher educators, parents, and business and industry representatives to use in developing strong, relevant instructional programs. This resource also is designed to facilitate interdisciplinary collaboration among home economics, academic, and other career-vocational education teachers.

This document calls for students to be actively engaged in the learning process, strengthen their critical thinking skills, apply learning in the context in which it will be used, and make connections between all disciplines. Collaborative and cooperative planning involving educators, representatives of business and industry, parents, and other citizens interested in quality education must occur to ensure students will leave high school prepared with the skills, knowledge, and abilities to transition to advanced education, to enter the workforce, and to effectively manage personal, family, and work roles and responsibilities.

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Introduction

The *Home Economics Education Career Path Guide and Model Curriculum Standards* document provides a direction for program and curriculum development that reflects state and national educational reform initiatives as well as future education and training needs for the economic development of both California and the nation in the twenty-first century. Outlining a comprehensive design for kindergarten through grade twelve home economics education, the document calls for an articulated sequence of instruction that leads to employment, advanced training, or postsecondary education in eight home economics career path clusters: Child Development and Education; Consumer Services; Family and Human Services; Fashion Design, Manufacturing, and Merchandising; Food Science, Dietetics, and Nutrition; Food Service and Hospitality; Hospitality, Tourism, and Recreation; and Interior Design, Furnishings, and Maintenance. The instructional sequence builds on a foundation of Consumer Home Economics knowledge, skills, and attitudes that contributes to productive personal and family life and transfers to careers in the home economics career path clusters.

The model curriculum standards contained in this document describe the behaviors that students should demonstrate to show that they have learned the knowledge, skills, and attitudes necessary for success in personal life and advanced education or employment in home economics related occupations. These standards support the development of a challenging curriculum that prepares students to be responsible family members and citizens as well as workers who are highly skilled and technologically literate.

As one of the five Career-Vocational Education (C-VE) disciplines in California, home economics education shares the characteristic of combining theory with practical application in the context of the community and workplace settings; however, home economics also uniquely addresses the management of work, personal, and family life. Like educators in the other C-VE disciplines, home economics educators recognize the need for educational reform that includes the following elements: coherent sequences of courses, interdisciplinary connections, and action-based instruction and performance-based assessment. The *Home Economics Education Career Path Guide and Model Curriculum Standards* document addresses these program and curriculum elements.

Chapter 1 includes the home economics framework which addresses the program elements which are common to all five C-VE disciplines in California as they pertain to home economics education programs. This chapter describes the contribution of home economics education to economic development; preparing individuals for the workforce in eight industries; fostering productive work, personal, and family lives; and balancing work and home responsibilities. The K-12 curriculum design that is outlined links the two types of home economics programs: Consumer Home Economics (CHE) and Home Economics Related Occupations (HERO). Labor market demand and career specializations are described for occupations within the eight home economics career path clusters. The guide advocates powerful teaching and learning strategies such as active learning in the classroom, community, and workplace; Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) leadership development activities; interdisciplinary collaboration to conduct outcome-based projects; partnerships with business and industry; and performance-based assessment. The chapter concludes with suggestions for development and implementation of quality home economics programs.

Chapters 2-10 contain model curriculum standards for CHE and the eight home economics career path clusters. These standards identify the expected student outcomes for instructional programs in CHE and each career path cluster and are cross-referenced with the frameworks for English/language arts, history/social science, mathematics, and science in order to facilitate interdisciplinary collaboration. The curriculum standards provide direction for curriculum decisions about instructional goals, objectives, content, teaching strategies, learning experiences, and assessment.

Appendices include selected references for Home Economics Education as well as Career-Vocational Education; a glossary; California Basic Educational Data System (CBEDS) Codes for Consumer Home Economics (CHE) and Home Economics Related Occupations (HERO) courses and programs; and a summary of the topics contained in the academic frameworks to which the home economics standards were cross-referenced.

Ultimately, implementation of the *Home Economics Education Career Path Guide and Model Curriculum Standards* will depend upon the vision and commitment of California's home economics instructors, interdisciplinary teams, administrators, business, industry, and the community. Through the collaboration of educators and business and industry partners, powerful home economics education programs will be created that enable students to effectively manage their work, personal, and family lives as well as successfully transition to work or advanced education.

CHAPTER 1

Home Economics Education Career Path Guide

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Home Economics Education Career Path Guide

As new technologies and changing social and economic patterns alter the ways in which people work and live, home economics education has broadened its scope to include programs that prepare students for living and earning a living. Today, California's home economics students can prepare for virtually hundreds of current and emerging careers in fields ranging from hospitality, fashion, food service, dietetics, and interior design to consumer, family, and children's services. Career-technical, scientific, and product knowledge, combined with management skills, furnishes home economics students with a competitive edge in business, government, education, and research.

The home economics field has always been broader than the public perceives it to be. Home economics has a history of involvement in every major industry dating from 1917. Close examination of this discipline reveals a direct link between the application of the science, technology, career-technical, and life management skills taught through home economics content and hundreds of careers at the entry, technical, and professional levels. Home economics students possess the unique advantage of preparing for careers *as well as* for managing work and family roles; developing positive family relationships; managing money and time; making responsible decisions based on an understanding of physical and emotional health; setting and achieving career and economic goals; and becoming productive workers.

Every aspect of personal and work life in our rapidly changing society and workplace touches the discipline of home economics. The discipline performs a critical societal function by fostering improved well-being and quality of life for individuals and families through the efforts of education, government, business, and research. Society depends on families to nurture, socialize, and support their members and on individuals to be contributing citizens and productive workers. Employers need skilled employees who also effectively manage their personal and family lives.

A vital segment of the educational system, home economics integrates academic and career-vocational skills, concepts, and principles in the context of work, family, and personal responsibilities. Today's home economics education programs reflect state and national initiatives as well as legislation that call for redesigning schools to prepare students for their roles beyond school, including transition to a high performance workplace. Students enrolled in home economics programs develop self-sufficiency as family members and become contributing citizens and productive workers. Employers throughout the nation and California are learning that individuals with a home economics background bring valuable product knowledge, leadership, and management skills to the workplace.

HOME ECONOMICS EDUCATION IN CALIFORNIA

California's home economics education programs equip young men and women with critical personal and life management skills while preparing them for entry-level employment and advanced education in one of eight related career path clusters:

- Child Development and Education;
- Consumer Services;
- Family and Human Services;
- Fashion Design, Manufacturing, and Merchandising;
- Food Science, Dietetics, and Nutrition;
- Food Service and Hospitality;
- Hospitality, Tourism, and Recreation;
- Interior Design, Furnishings, and Maintenance.

A strong background in one of the home economics career path clusters also provides a solid foundation for entrepreneurship.

High quality home economics education programs contain three interlocking components: Consumer Home Economics (CHE), Home Economics Related Occupations (HERO), and Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), as depicted in Figure 1.1. Instructional sequences contain two distinct, yet interlocking, programs of CHE and HERO that complement each other in preparing students for life management as well as transition to work and advanced education. Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), the home economics vocational student organization, is the third interlocking component. Integral to both CHE and HERO instruction, FHA-HERO activities develop career, citizenship, and leadership skills.

Figure 1.1
Interlocking Components of Quality Home Economics Programs

Consumer Home Economics enables students to become self-sufficient in work, personal, and family roles through instruction in leadership and seven content areas: child development and guidance; clothing and textiles; consumer education; family living and parenting education; food and nutrition; housing and furnishings; and individual and family health. Emphasis is placed on managing work, personal, and family responsibilities and on developing transferable career-technical skills that empower students to become productive workers. By gaining full exposure to home economics career possibilities in CHE programs, students can make an informed career path choice.

Consumer Home Economics also provides a solid foundation for students who wish to transition directly to the community college or four-year college/university to major in a home economics-related specialization or home economics education. Instruction supports career paths in other academic or career-vocational fields as well. For example, architects need to understand interior design and space needs; counselors need to understand human development and family dynamics; and educators, child psychologists, and pediatricians need to understand child growth and development.

Home Economics Related Occupations is the umbrella term for the eight career path cluster programs that prepare students for entry-level employment and advanced education. Each builds on competencies developed in one or more CHE content areas. Fashion, for example, relates to clothing and textiles. Family and Human Services careers build on the knowledge, skills, and attitudes developed in family relationships, parenting education, and child development studies. The Hospitality, Tourism, and Recreation career path cluster draws upon concepts from each CHE content area in preparing students for careers in food, lodging, recreation, and travel-related guest services.

Together, CHE and HERO programs establish a strong foundation for transitioning to work and advanced education. Knowledge, skills, and attitudes developed in home economics programs can lead to a wide range of home economics careers or can transfer to jobs and careers in other fields. For example, the Fashion Design, Manufacturing, and Merchandising career path cluster supports a career goal in textile fiber research and manufacturing. Similarly, the Food Science, Dietetics, and Nutrition career path cluster provides a background for sports nutrition, animal nutrition research, or medicine.

HOME ECONOMICS CAREERS FOR THE FUTURE

Home economics education programs contribute significantly to the preparation of workers in nearly one-third of the fifty occupations expected to experience the largest absolute growth in California through 2005.[1] Several emerging career fields in the fast-growing service occupations also draw upon home economics knowledge, skills, and attitudes.

The hospitality and tourism industry employs nearly one in twelve workers in the United States. According to the Council on Hotel, Restaurant, and Institutional Education (CHRIE), the industry's employment base is the largest of any industry in the private sector, with close to twenty-five percent growth expected by 2005. The California Trade and Commerce Agency indicates that this industry employs over 700,000 workers and contributes $53 billion annually to the California economy.

Food service and hospitality jobs have expanded in response to changing lifestyles, accounting for about half of the anticipated job growth in California. Employment Development Department (EDD) data indicate that the number employed in hotel and lodging occupations also is expected to grow, reflecting the projected growth in California's tourism industry.

The fashion and apparel industry has emerged as one of California's leading employers. Recent articles in fashion industry publications report that California now ranks as number 1 in the nation as a wholesale and retail center,[2] with a majority of talent in apparel design and merchandising centered in the state.[3] Opportunities in fashion merchandising will parallel growth in retail and wholesale trade. Apparel manufacturing maintains a strong position. Garment production workers rank among California's fifty occupations with the largest absolute growth through the year 2005.[4]

In an age where single parent and dual-income families have become more prevalent, the need for support services, including high quality child care and elder care, has increased. Child

[1]California Employment Development Department (EDD). *Projections of Employment by Industry and Occupation: California 1990-2005*, 1993.

[2]Ellis, Kristi. "Newswatch," *California Apparel News* (November 1992).

[3]Moynahan, Colleen and Meg Thornton. "Is California's Next Gold Rush in Apparel?," *Apparel Industry Magazine* (April 1993):28.

[4]California EDD. Projections of Employment.

care workers will continue to be in greater than average demand. Preschool and kindergarten teaching, along with elementary teaching, will be among the fifty California occupations to undergo the greatest absolute growth through the year 2005 based on EDD projections.

New careers with job titles that include child advocate, elder care case manager, adult day care worker, and family advocate, are emerging in the area of family and human services. Careers as human service workers and personal/home care aides are projected to be among the ten fastest growing in California and the nation through 2005. California EDD data indicate that technical careers in social services, with such job titles as social services aide and technician, are expected to be among the fastest growing in the state. The need for well-prepared workers in the field of nutrition and dietetics continues to grow in tandem with the dramatic growth in health services.

Increasingly, families and individuals demand consumer goods and services that help them fulfill their needs. Personal shopping, consumer product development, product demonstration, and personal financial management services are emerging career opportunities. Employment Development Department statistics for California suggest that the demand for residential and commercial interior design occupations will grow at a rate of 34%, while a 37% growth rate is expected in residential and commercial cleaning services.

Many of the products and services in these rapidly growing career fields are provided by small business owners. Skilled individuals in one of the high-demand home economics career fields may choose to form their own business, joining the ranks of small businesses, which provide 80% of employment nationally.

Table 1.1 illustrates the breadth of career opportunities open to individuals with home economics preparation at three levels: entry, after high school; technical, upon completion of a community college, technical school, or apprenticeship program; and professional, upon completion of four or more years of college or university study.

Effective home economics education programs meet the needs of employers by preparing workers with both product knowledge and workplace know-how. Completion of a home economics-related career path cluster program also opens the door to related entrepreneurial opportunities. Students leave home economics programs with highly transferable skills and career-technical preparation in a home economics career field, able to contribute as productive workers and citizens to the California, United States, and global economies.

HOME ECONOMICS EDUCATION CURRICULAR PATHS

Home economics education programs are composed of coherent instructional or course sequences that form curricular paths which include the elementary and middle grades; high schools; and Regional Occupational Centers/Programs (ROC/Ps) as well as adult and postsecondary programs. These sequences include both Consumer Home Economics (CHE) and Home Economics Related Occupations (HERO) programs. Chart 1.1 illustrates the pathway a student might follow from kindergarten through postsecondary education in home economics.

Awareness of home economics and careers begins in the early grades and continues during the middle grades (grades 6-8) with exploratory studies. During grades 9-10, students gain a strong foundation through in-depth study of all aspects of home economics in the Comprehensive CHE Core.

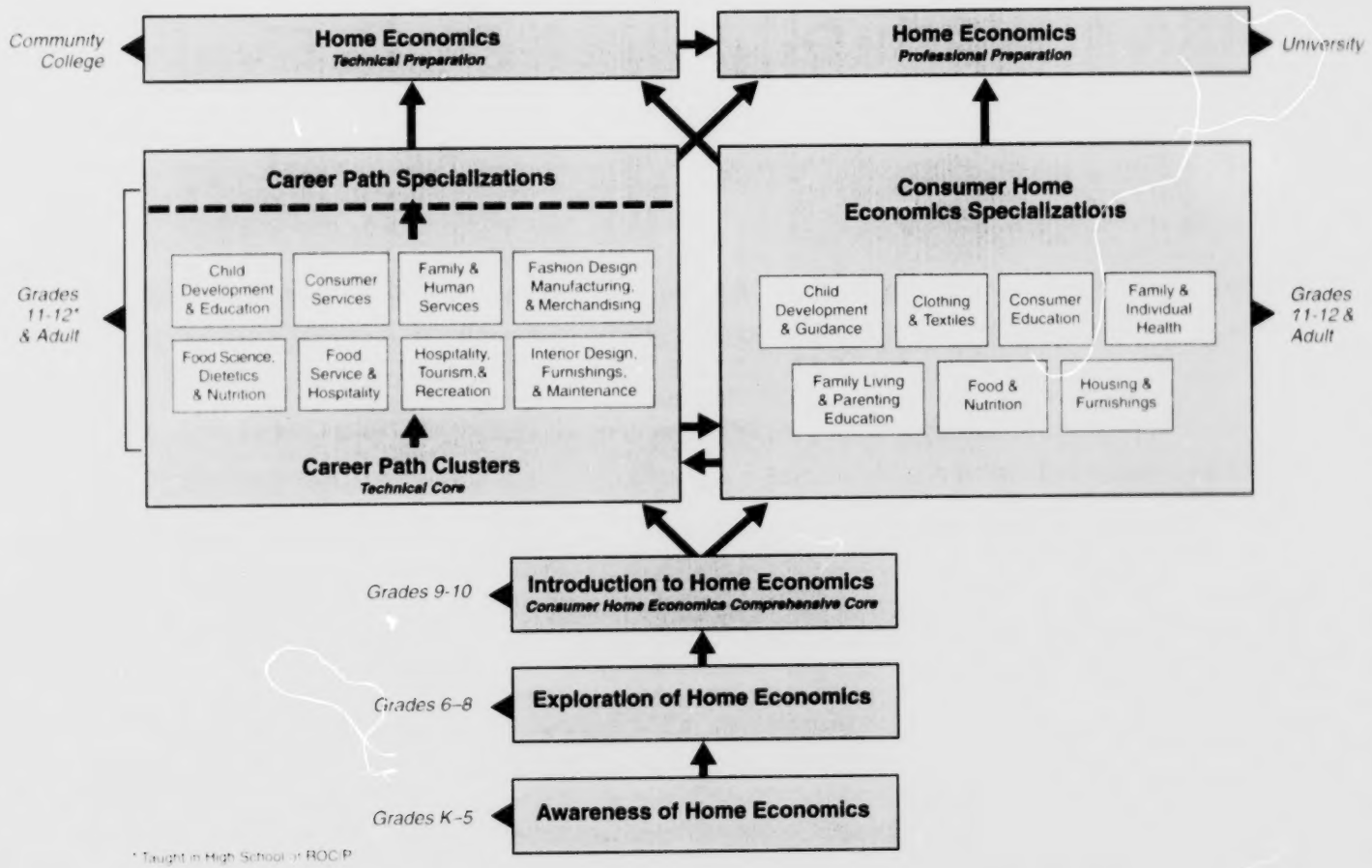
Table 1.1

Examples of Entry, Technical, and Professional-Level Careers Related to Home Economics

CAREER PATH CLUSTER	ENTRY: after high school graduation	TECHNICAL: postsecondary education	PROFESSIONAL: college/university/graduate
CHILD DEVELOPMENT & EDUCATION	Preschool Aide Family Child Care Provider Recreation Aide Teacher Aide	Family Child Care Supervisor Preschool Teacher Special Education Aide After-School Program Supervisor	Preschool Director Children's Center Supervisor Child Psychologist Elementary/Secondary Teacher
CONSUMER SERVICES	Consumer Assistant Technician Customer Service Representative Product Demonstrator Resources & Referral Specialist Consumer Reporter Customer Complaint Clerk Personal Shopper Residential Energy Auditor	Credit Counselor Consumer Products Tester Household Manager Product Representative Public Relations Representative Commercial Energy Auditor Consumer Newswriter Consumer Consultant	Director, Consumer Affairs Financial Planner Product Research/Development Consumer Advocate/Arbitrator Consumer Newscaster/Editor Consumer Information Specialist Energy Efficiency Specialist Consumer Economist
FAMILY & HUMAN SERVICES	Adult Day Care Worker Residential Care Aide Elder Care Worker Family Aide Foster Parent Personal/Home Care Aide	Certified Activities Director Homemaker's Aide Social Services Technician/Aide Eligibility Worker Community Worker Special Needs Case Worker	Administrator, Residential Care Community Organization Director Recreation Supervisor Family Advocate Family Counselor Group Home Administrator
FASHION DESIGN, MANUFACTURING, & MERCHANDISING	Fashion Design Aide Computer Textile Designer Aide Alterations Specialist Fabrics/Accessories Estimator Draper Fashion Sales Associate Visual Displayer Costumer Assistant	Assistant Designer Fashion Illustrator Textile Technician Sample Maker or Cutter Sewing Room Supervisor Computer Imaging Consultant Merchandise Displayer Fashion Buyer	Fashion Designer Fashion Journalist Cloth Designer Textile Scientist Costumer Wardrobe Supervisor Custom Tailor Fashion Merchandising Manager
FOOD SERVICE & HOSPITALITY	Short Order Cook Baker Helper Waitperson Dining Room Attendant Cake Decorator	Caterer Baker Food Services Manager Specialty Cook Chef	Executive Chef Sous Chef Catering Chef Food Service Director Food & Beverage Analyst
FOOD SCIENCE, DIETETICS, & NUTRITION	Food Laboratory Aide Dietary Aide Food Product Tester Test Kitchen Food Assembler Quality Control Technician	Food and Drug Inspector Food Production Chemist Food Technician Dietary Assistant Dietetic Technician	Food Scientist Consumer Product Specialist Dietitian Food Technologist Nutritionist
HOSPITALITY, TOURISM, & RECREATION	Guest Service Clerk Room Attendant Host/Hostess Establishment Guide Lodging Facilities Attendant	Guest House Manager Housekeeper Manager Hospitality Supervisor Social Director Travel Guide	Hotel/Motel Manager Convention Coordinator Recreation Director Executive Housekeeper Recreation Center Director
INTERIOR DESIGN, FURNISHINGS, & MAINTENANCE	Color Consultant Showroom Assistant Interior Design Aide Furnishings, Sales Associate Janitor/Cleaner Housekeeping Aide	Display Designer Interior Design Assistant Photo Stylist Furnishings Buyer Drapery/Upholstery Estimator Housekeeping Instructor	Interior Designer Set Designer Furnishings Sales Manager Equipment Specialist Custodial Services Manager Home Restoration Supervisor

The job titles listed above illustrate some examples of available career opportunities and are not intended to include all possibilities.

Chart 1.1
Home Economics Curricular Paths



* Taught in High School or ROC/P

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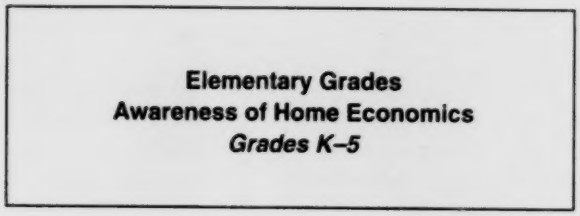
In grades 11-12, students enter a combined sequence of advanced CHE and HERO instruction that focuses on one of the career path clusters that form the basis for career path specializations. Upon completion of the sequence, grades 6-12, students are prepared to transition to the workforce and/or postsecondary education.

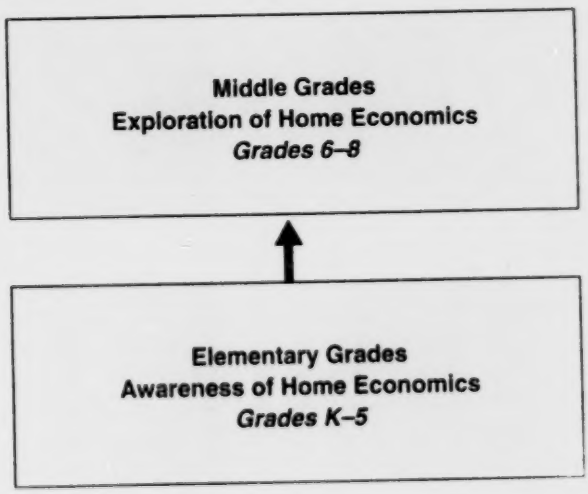
Awareness of Home Economics



Home economics in kindergarten through grade five focuses on introducing students to their roles as consumers, family, and community members while developing an awareness of home economics careers. Interdisciplinary experiences and projects designed to enhance and reinforce the goals of the elementary instructional program actively involve children in using academic core skills in personal or career contexts. Several home economics units have been developed to serve as a resource for elementary school instructors and to enrich elementary instruction. Elementary instructors may infuse these units into the curriculum or request the assistance of secondary home economics students who can gain "workplace" learning experiences through interacting with school-age children.

In support of state and national initiatives to restructure elementary schools, active learning experiences engage students by providing a home economics context for developing academic skills and career awareness. Interdisciplinary experiences and projects infused into the elementary instructional program provide career awareness and basic skills in the seven CHE content areas and leadership. Consumer topics such as comparison shopping, making purchases, and managing money offer opportunities for integrating mathematics and language arts with career awareness. Nutrition, health, and science come to life in the context of taking responsibility for preparing nutritious snacks or simple foods and learning about careers involving this knowledge and these skills. Other activities enable elementary children to discover more about themselves, define the family, interact with family members and others, and handle change and conflict. These activities capture the intense interest of elementary children, giving them the opportunity to explore feelings, meanings, and relationships to others and express opinions.

Exploration of Home Economics

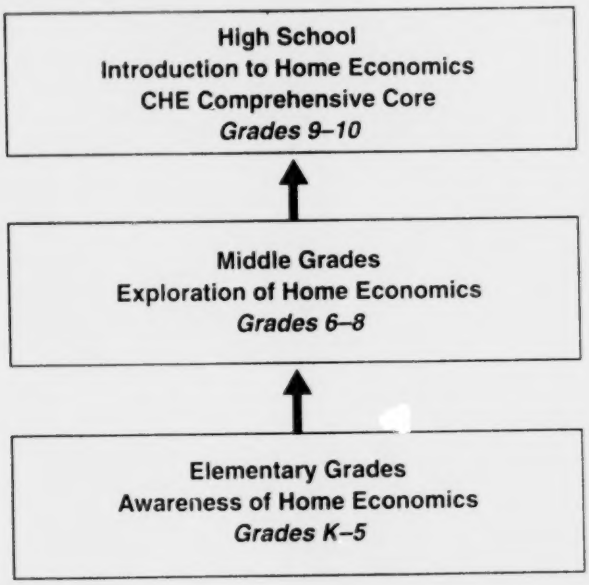


Home economics in the middle grades aligns with state and national initiatives to redesign middle schools to meet the developmental needs of young adolescents. Middle grade home economics instruction emphasizes exploration of CHE content areas and related career opportunities through school, home, and community experiences. In grades 6-7, instruction targets self-development, self-management, relationships with others, preparing for community living, and investigating home economics careers. Grade 8 students study personal and family relationships; understanding and caring for children; making consumer decisions; creating personal image; making healthy food choices; designing living environments; and recognizing their roles as participants in the school and community.

Interdisciplinary projects and team situations require students to think critically and solve problems during this developmental stage, characterized by vulnerability, uncertainty, exploration, and self-examination. Home economics students explore all aspects of personal living in the context of current decisions, relationships, goals, and responsibilities. They begin to develop skills that can translate into successful adult living as well as transfer to related jobs and careers. Students also gain experience in using these skills in school or community service and entrepreneurial activities, such as home care or child care.

Learning experiences provide a basis for making informed decisions about matters that could affect their lives. Instructors assist students in developing tentative career-academic plans that include proposed high school courses and allow students to consider the implications of career goals. In addition, completers of exploratory home economics programs are ready to transition to the CHE Comprehensive Core courses.

Introduction to Home Economics: CHE Comprehensive Core



The CHE Comprehensive Core provides an in-depth introduction to home economics during grades 9-10 and serves as a foundation for all of the home economics career path clusters in California. The Core includes the seven CHE content areas and leadership, highlighting the relationship of a well-ordered personal and home life to a productive and satisfying work life. All seven content areas are included in a coherent sequence of instruction composed of introductory- and advanced-level course work. The two levels combine to contribute the background necessary for students to master curriculum standards in all seven content areas. Introductory-level instruction focuses on management of personal and family responsibilities. Advanced instruction expands upon previously mastered competencies,

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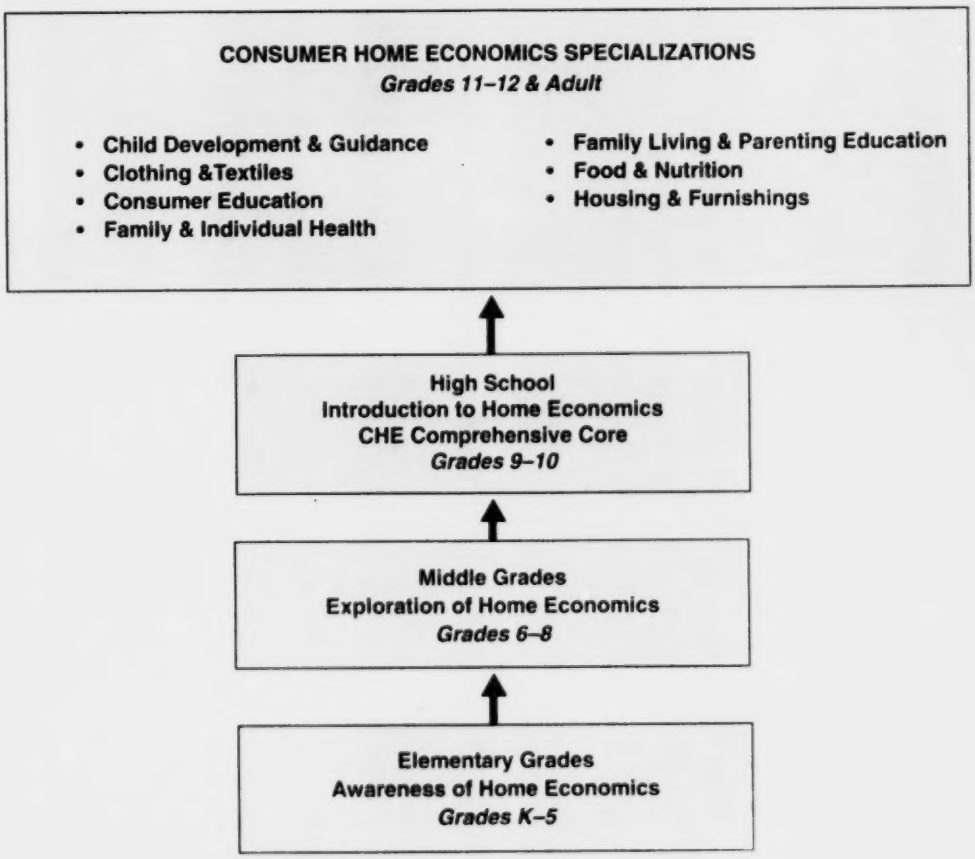
providing the depth and breadth required to establish a strong foundation for a home economics career path. This level emphasizes development of knowledge, skills, and attitudes as they apply to work and careers as well as balancing home and work responsibilities to enhance worker productivity.

Instruction in the Core enables students to master curriculum standards that have been identified cooperatively with representatives of the community, business, education, and family service agencies. These standards reflect essential skills needed in leadership and the seven CHE content areas for managing all aspects of family and work life. Both transferable and CHE content area curriculum standards address the knowledge, skills, attitudes, and behaviors that support successful balance of work and family responsibilities. *Transferable standards*, which should be integrated into instruction in the content areas, include: career awareness, personal development, interpersonal skills, thinking and problem-solving skills, life management, communication skills, safety and sanitation, technology literacy, employability, team building and leadership, and transferability. The *CHE content area standards* describe expectations for student achievement in each of the seven content areas. Curriculum integration and interdisciplinary instruction are facilitated by correlating these standards with those for the academic core and other Career-Vocational Education (C-VE) disciplines.

The scope of the Core offers flexibility for students to pursue a variety of career path options. Upon completion of the Core, students have acquired the background for making an informed career path cluster choice for study in grades 11-12 and refining their career plans. They may choose to enter a home economics career path cluster or pursue CHE studies in specialized content area courses that support career paths that include home economics specializations or other C-VE fields such as health and agriculture.

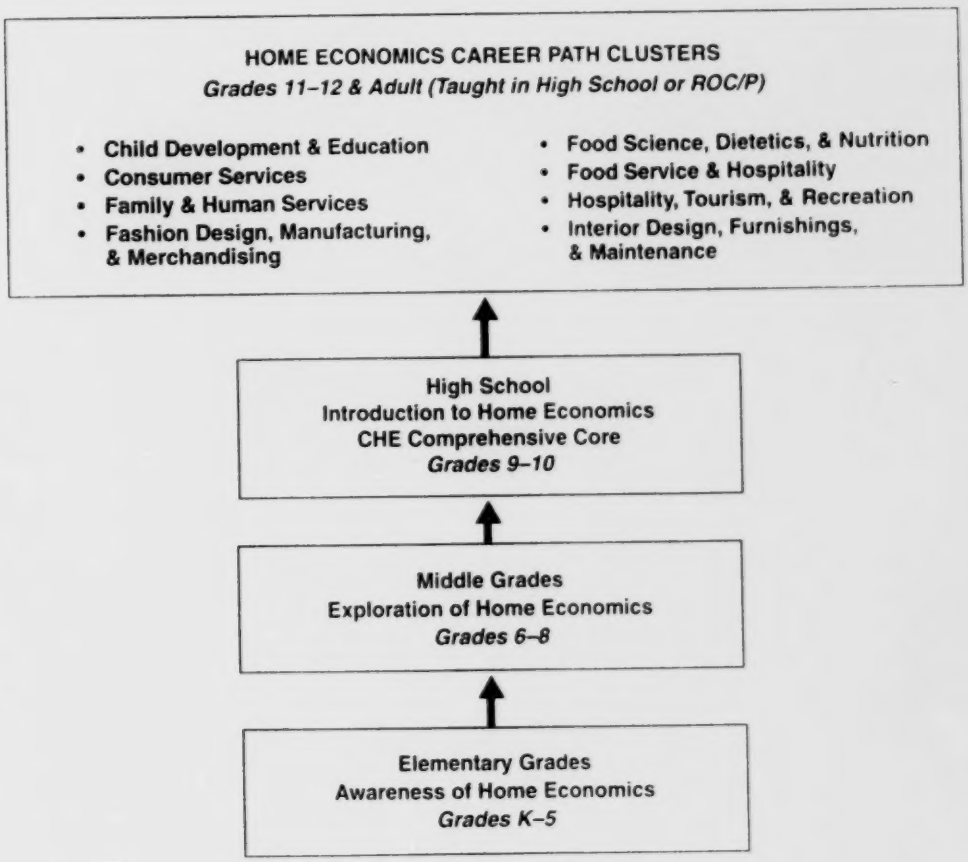
Consumer Home Economics Specializations



In order to gain depth in one of the seven CHE content areas, students may complete specialized CHE content area courses. These courses expand upon the content learned in the CHE Comprehensive Core and build knowledge, skills, and attitudes that support home economics careers and related fields. For example, a nutrition science course provides a strong background for careers in Food Service and Hospitality; Food Science, Dietetics, and Nutrition; or careers in the health care field.

Upon completion of a sequence of courses that includes the CHE Comprehensive Core and one or more specialized content area courses, a student may transition to a home economics career path cluster program, a program in a related field, or to a postsecondary education program in home economics.

Career Path Clusters in Home Economics


HOME ECONOMICS CAREER PATH CLUSTERS
Grades 11–12 & Adult (Taught in High School or ROC/P)
• Child Development & Education
• Consumer Services
• Family & Human Services
• Fashion Design, Manufacturing, & Merchandising
• Food Science, Dietetics, & Nutrition
• Food Service & Hospitality
• Hospitality, Tourism, & Recreation
• Interior Design, Furnishings, & Maintenance
High School
Introduction to Home Economics
CHE Comprehensive Core
Grades 9–10
Middle Grades
Exploration of Home Economics
Grades 6–8
Elementary Grades
Awareness of Home Economics
Grades K–5

During grades 11-12, students may continue the curricular sequence by selecting a program that is organized around one of the eight home economics career path clusters. Home economics, academic, and elective courses combine to form a coherent sequence of learning that supports rigorous, concept-driven instruction focusing on the career path cluster chosen by the student. Principles learned in the CHE Comprehensive Core are applied and expanded to develop knowledge and skills needed for transition to entry-level employment and/or postsecondary education to achieve a home economics career goal.

Students in the *Child Development and Education* career path cluster gain a solid foundation for any career that involves working with children. Studies focus on the knowledge, skills, attitudes, and behaviors necessary to successfully interact with, guide, and instruct children of all ages.

The *Consumer Services* career path cluster provides the background needed in a variety of careers that involve providing consumers with information to make purchasing and financial decisions.

With the increased complexity of managing work, personal, and family responsibilities in today's society, the demand for *Family and Human Services* has grown. Students in this career path cluster study human development and needs throughout the life cycle, with emphasis on assisting the elderly and families in home and community settings.

Fashion Design, Manufacturing, and Merchandising establishes a strong foundation in all aspects of the fashion industry, with the option of specializing in design, manufacturing, or merchandising.

Preparation in the *Food Science, Dietetics, and Nutrition* career path cluster offers students a science-based foundation for careers in research, health care, and support services for maintaining healthy lifestyles.

The *Food Service and Hospitality* career path cluster equips students for a wide range of careers in restaurants, hotels, institutional food service, and catering operations. Students may enroll in a program that focuses on all aspects of the industry or specialize in one area, such as commercial baking or catering.

Hospitality, Tourism, and Recreation encompasses careers in lodging, travel services, and recreation. A focus on guest service, coupled with an understanding of all aspects of the industry, enables students to enter and advance within the field.

Students enrolled in the *Interior Design, Furnishings, and Maintenance* career path cluster prepare for positions in residential and commercial furnishings, interior design, and interior maintenance.

Career path cluster programs may be offered through coherent instructional sequences composed of course work in high schools, ROC/Ps, or adult schools. A course sequence in a career path cluster may include prerequisite, specialized CHE courses that focus on a single content area followed by a related HERO career path cluster program. An advanced child growth and guidance course, for example, could be a prerequisite for a HERO Child Development and Education career path cluster program. A CHE advanced placement course, such as nutritional science, might be part of a sequence for the Food Science, Dietetics, and Nutrition career path.

Instruction develops the knowledge, skills, and attitudes needed for postsecondary education and the workforce in the selected career path cluster. The course of study centers on mastery of well-defined curriculum standards that guide assessment and ensure that instruction reflects current business and industry practices. Students spend a portion of the school day in supervised simulations as well as home, community, and workplace learning experiences where they apply concepts and skills learned in the classroom.

Each HERO career cluster program prepares students to master technical core, career path cluster, and occupational specific curriculum standards that have been identified cooperatively by representatives of education, the community, business, and industry. The **technical core** contains career preparation and home economics related occupations curriculum standards that

are generic to all aspects of working in the career cluster. Career preparation standards consist of the workplace know-how required in all jobs: personal, interpersonal, thinking and problem solving, communication, occupational safety, employment and technological literacy. The HERO standards include knowledge and skills needed in all of the home economics career clusters, including dignity of work, employer and employee relations, disability facilitation, business management, team building and leadership, life management, and transferability.

Career path cluster standards focus on competencies needed for jobs in the career path cluster regardless of specialization. *Occupational specific* standards refer to groups of skills needed for broad occupational categories within the career cluster. Occupationally specific curriculum standards for the broad occupation of chef-cook whose work is primarily in restaurants and hotels, for example, are different from those needed by a self-employed caterer. Interdisciplinary collaboration can be facilitated by correlating these standards with those of academic, elective, and other C-VE disciplines.

Home economics career path clusters also may serve as central themes for school restructuring designs that enhance connections between C-VE content and academics. These designs reflect such concepts as linking classroom instruction with workplace learning to increase relevancy for students. Some of the designs that offer high potential for promoting linkage and relevancy include career magnet schools, career academies, apprenticeship, and Tech Prep programs.

Career Specializations in Home Economics

Secondary-level instruction concentrates upon preparing students for transition to work and advanced education in a broad cluster of occupations. However, students also need to develop proficiency in a specialization within the career path cluster to allow them the option of entering the job market equipped with the job-specific skills needed to be successful employees. Programs that focus on career specializations introduce occupationally specific instruction which continues at the post-secondary level. Secondary level career specialization programs may serve as the beginning of a sequence that leads to a degree or certificate and/or an undergraduate college/university degree program. Career specializations for the home economics career path clusters are depicted in Chart 1.2.

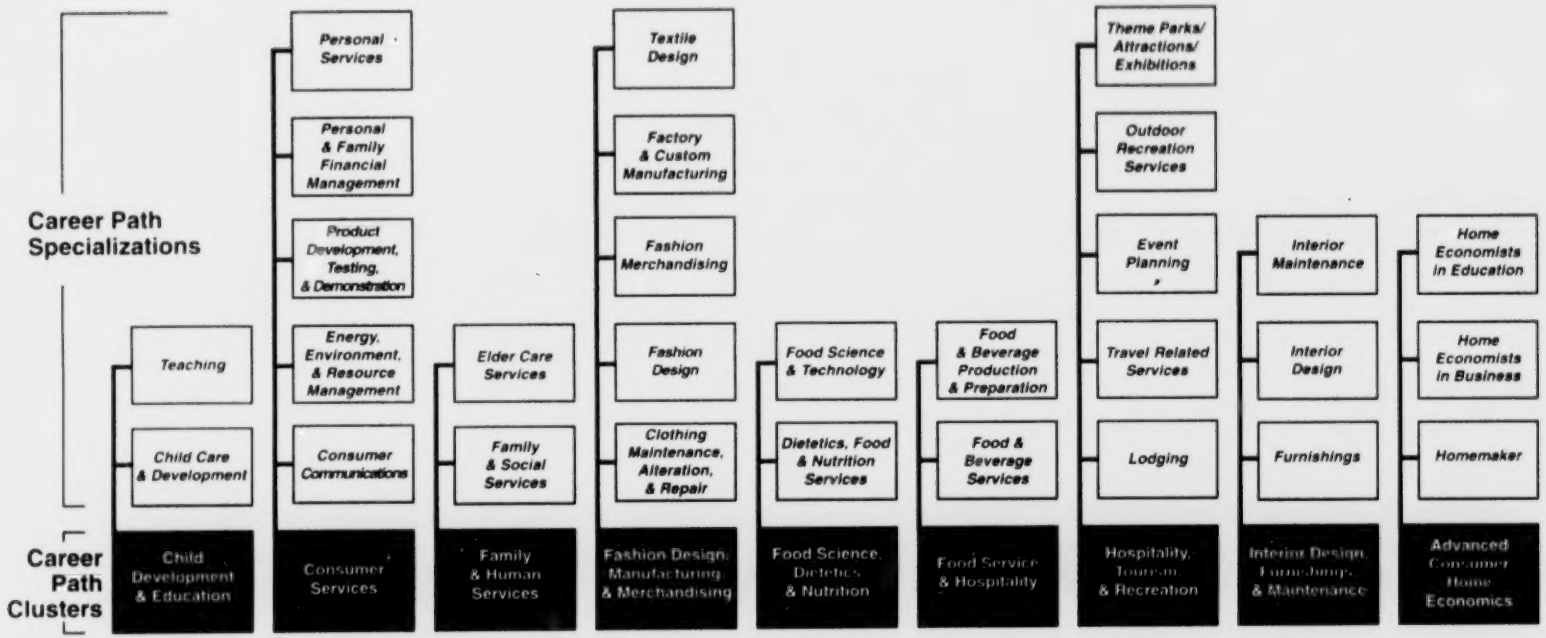
A variety of home economics programs, including Tech Prep, provide a strong connection between career path specializations at secondary and postsecondary educational levels. Carefully designed course sequences may begin in grade 11 or earlier and lead to a two-year degree or certificate in one of the career path specializations. An interdisciplinary approach and partnerships with business and industry ensure that students develop skills needed for lifelong learning in a high performance workplace. Tech prep and two-year postsecondary programs can be linked with four-year colleges and universities through formal articulation agreements which form a curricular path that leads to a specialization requiring a baccalaureate or postgraduate degree, such as Interior Design, Fashion Merchandising, Dietetics, Consumer Science, Early Childhood Education, Family Studies, and Hotel/Restaurant Administration.

POWERFUL TEACHING AND LEARNING IN HOME ECONOMICS EDUCATION

Student involvement in the learning process results in powerful teaching and learning in the home economics classroom and at community and workplace sites. Involvement in the co-curricular vocational student organization, Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), provides a forum to apply what is learned in the classroom while developing leadership, citizenship, and occupational skills. Integrated curriculum and

Chart 1.2

Career Specializations in Home Economics



The eight home economics career path clusters offer students a wide variety of opportunities for career specialization.

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interdisciplinary teaming reinforce the connections students make between the world outside school and what is learned in academic and home economics classrooms. Instructors must be well prepared and participate in ongoing professional development to implement home economics programs that enable students to reach high levels of achievement.

Students as Active Learners

Active learning supports a thought-provoking curriculum and results in powerful learning experiences for all students. A hands-on approach, which involves students in the learning process, demands that they apply skills at the same time they are mastering theory from related disciplines. Typical life and workplace situations require students to interpret information, solve problems, and communicate potential solutions and actions. Students connect academic and home economics content with the world outside of school, developing valuable skills that enhance success in life and the workplace. Students and instructors work as partners to achieve curricular standards that reflect what students will be able to do after completing a sequence of learning experiences.

Home economics education supplies a context for organizing active learning around career or life management themes. Students develop higher-order thinking and problem-solving skills by integrating home economics content with that of other disciplines while applying the concepts they have learned to daily life situations faced as family members, citizens, and workers. They gain hands-on experience by collaborating to complete action-based projects commonly carried out in the home, community, or workplace. A knowledge base is developed and theory is applied through active involvement in individual and group projects, classroom instruction, laboratory experiences, simulations, leadership development activities, and supervised practical experiences in community and work environments. Students participate in Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) activities that extend learning experiences beyond the classroom walls.

Home economics students use technology, equipment, and facilities typical of home, community, and workplace settings. Desktop publishing, word processing, computer simulations, interactive videos, photo CDs, scanners, videos, and camcorders, serve as tools for learning and demonstrating learning. Communication networks, such as Internet, enable students to access a wide range of information and individuals as they research topics related to home economics studies.

Structured workplace and community learning experiences, which are integral to home economics programs, enable students to achieve learning objectives in the environment in which abstract knowledge will be used. In these carefully selected settings, students also gain familiarity with the latest technology in the career field. These experiences involve students in purposeful projects and activities that are cooperatively developed and supervised by the home economics instructor and community/worksite personnel. Examples include home and community involvement projects as well as supervised work experience in the form of unpaid community classroom and paid cooperative vocational education. Home economics instructors may collaborate with Work Experience Education coordinators to expand career guidance and workplace learning opportunities for students enrolled in their programs. Workplace learning experiences, such as community classroom, cooperative vocational education, and work experience education are governed by Title 5 of the *California Code of Regulations*.

In redesigned home economics programs, the instructor serves as a coach who plans instructional strategies that allow students to experience connections between theory and its application. Instructional strategies accommodate the broad range of learning styles present in a culturally diverse student population. Learning experiences promote collaboration as well as

application of subject matter content and encourage students to reflect upon what they have learned. Teams composed of home economics, academic, and other C-VE instructors create instructional experiences and action-based projects that encourage involvement of students in learning that supports the students' selected career path cluster. Students are guided to develop and update individual career plans as they progress through a home economics program.

FHA-HERO — An Integral Part of the Home Economics Curriculum

A key strategy for transforming home economics studies into challenging, real-world experiences in the business world, community, and home is Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), the national vocational student organization for home economics students in middle grade, junior and senior high schools, and ROC/Ps. Most effective when integrated into the home economics curriculum and classroom, FHA-HERO serves as a powerful instructional strategy that increases relevancy in addition to developing, improving, and expanding career-technical competencies. Organized activities extend and enrich classroom instruction by furnishing students with opportunities to experience leadership roles that enhance their employability and prepare them to assume family and community responsibilities.

Local FHA-HERO chapters function as a leadership laboratory in which students can test their abilities to fill future leadership roles in the home, community, and workplace. Members have access to a wide range of opportunities that sharpen academic competence while developing leadership, citizenship, and occupational skills. In FHA-HERO, students acquire leadership and teamwork skills through planning and conducting successful projects for community service, career exploration, and personal and social development. Involvement in FHA-HERO can lead to recognition at all levels of the organization from Outstanding Chapter Member to serving as a regional officer or state finalist in one of the 17 chapter, team, or individual Competitive Recognition Events (CRE).

The California CRE program offers an additional opportunity for members to develop special talents and abilities; gain a sense of accomplishment; and receive recognition for skills learned and developed in home economics. Events vary from community involvement, child care, consumer education, and energy conservation to parliamentary procedure, interior design, commercial food preparation, culinary arts, and fashion design. State finalists in selected events may advance to national-level competition. Participation in competitive events also may be incorporated into ongoing classroom and assessment system for student certification.

Credentialed CHE and HERO instructors serve as chapter advisors who guide student members in planning and carrying out projects that develop leadership skills, and provide career awareness experiences that are coordinated with the instructional program. Their role includes integration of FHA-HERO into instruction and coaching students for CRE and participation in local, regional, and state activities.

FHA-HERO furnishes students with the competitive edge of leadership, citizenship, and career skills needed to achieve success in home, community, and work life.

Integrated Curriculum and Interdisciplinary Collaboration

Home economics programs offer countless opportunities for real-world applications and integration with academic and other Career-Vocational Education disciplines. Economics, government, and mathematics become relevant when used in the context of economics, consumer, or personal finance issues. Visual arts, mathematics, and science can be combined

when designing and merchandising a line of clothing or home furnishings. Communication skills take on new meaning when applied in the context of personal, family, community, or work situations. Science and mathematics take on a different perspective when connections are made with food safety and service; textile technology; dietetics; child growth and development; fashion alterations; or energy auditing.

The breadth of home economics content facilitates collaboration among home economics, academic, and other Career-Vocational Education instructors to design action-based learning projects cooperatively to integrate home economics with other disciplines. The home economics career path cluster(s) offered at the school site will influence the disciplines selected for interdisciplinary instruction. A curricular path in Fashion Design, Manufacturing, and Merchandising might involve collaboration with visual and performing arts, mathematics, history-social science, marketing, manufacturing, and English-language arts. A career path in Child Development and Education could involve coordination with science, social science, visual and performing arts, mathematics, and English. Food Science, Dietetics, and Nutrition could connect with agriculture, mathematics, and science. A Consumer Services curricular path could link with history, economics, science, mathematics, and journalism. An Interiors career path cluster could connect with architectural drafting, visual arts, mathematics, and history-social science. A Food Service and Hospitality career path could involve collaboration with science, mathematics, agriculture, business, foreign language, and world studies. The Hospitality, Tourism, and Recreation path could connect with physical education, history-social science, business, mathematics, marketing, fine arts, foreign language, and graphics communications technology.

Interdisciplinary teaming offers other disciplines a powerful connection with personal and family life issues as well as numerous careers that utilize home economics content. Academies, magnet schools, and career cluster formats for structuring schools extend opportunities for aligning and coordinating curriculum content to create bridges between home economics and other disciplines.

Qualified Instructors

Well-qualified instructors represent the key to excellence in CHE and HERO programs. To ensure that home economics programs contain up-to-date curriculum, equipment, facilities, and teaching methodologies, it is essential that home economics educators be well prepared initially and participate in ongoing professional development activities.

Teacher Preparation

College and university teacher preparation programs must continue to collaborate with secondary home economics educators to ensure that prospective home economics instructors gain the background necessary to function effectively in a rapidly changing school environment. To serve this purpose, the Home Economics Teacher Education Core has been developed cooperatively by the Home Economics Education Unit, California Department of Education, and California State University, Northridge, with input from home economics teacher educators throughout the state. Potential instructors should master home economics subject matter content as well as skills needed for emerging professional roles, such as designing active learning and action-based projects; collaborating in interdisciplinary teams; developing business and industry partnerships; using instructional technology; and incorporating authentic assessment. They should also be knowledgeable about state and national initiatives and legislation.

Consumer Home Economics instructors must have completed a major or minor in home economics and hold a teaching credential for the appropriate grade level. The seven CHE content areas and methods for integrating FHA-HERO into the instructional program rank high in importance for subject matter mastery. Future home economics instructors should obtain extensive occupational experience in order to qualify for teaching at least one HERO career path cluster program.

Home Economics Related Occupations program instructors must document sufficient recent and past work experience in the home economics career path cluster to be taught. Individuals possessing a credential to teach CHE programs may document the required experience. Others must qualify for a Designated Subjects credential based on work experience, credential program course work, and occupational teaching experience.

Professional Development

A rapidly expanding knowledge base and technological advances in all areas of home economics require that instructors continually update their content and technological knowledge and skills. The shift in the instructor's role from dispenser of knowledge to coach demands modification of instructional strategies to include workplace and instructional technology; interdisciplinary efforts; restructured courses and programs; authentic assessment; career guidance; and collaboration with business and industry. The challenge of a culturally diverse population entails rethinking instructional approaches. Preparation of students for smooth transition to work and postsecondary education necessitates up-to-date information about current business and industry practices as well as the expectations of postsecondary institutions.

Annual participation in professional development activities designed to update and enhance the skills of home economics educators is recommended. Institutes, workshops, and conferences are conducted annually by the Home Economics Education Unit, California Department of Education, to assist program instructors with updating their skills and strengthening their programs. The annual Home Economics Leadership and Management Conference features speakers of national and state renown, as well as workshops, that bring new educational concepts, subject content, and instructional strategies to all home economics educators. In addition, institutes focusing on home economics related industries are conducted at regular intervals. Professional organizations also offer opportunities for professional growth.

Home Economics Education Unit staff from the California Department of Education, including regional supervisors who serve designated state geographical areas, frequently present site, district or ROC/P, and county in-service activities upon request. Specialized in-service also may be arranged for local sites.

California home economics instructors must have access to and take part in well-planned, systematic professional development opportunities in order to design programs that prepare students to make sound career choices; pursue lifelong learning; and participate effectively in the home, community, and workplace.

PROGRAM AND STUDENT ASSESSMENT

To ensure that students who complete home economics education programs reach the high skill levels demanded of individuals entering the workforce and transitioning to postsecondary education, high quality programs must be available at all secondary school sites. Home economics staff can measure the effectiveness of home economics programs against program quality criteria by participating in the Career-Vocational Education Program

Improvement and Certification System. Student mastery of home economics curriculum standards may be assessed through the Career-Technical Assessment Project (C-TAP).

Pursuing Excellence in Home Economics Education

Home economics education programs that promote student achievement share nine common characteristics, or *quality criteria*, with all Career-Vocational Education program areas. These quality criteria provide a standard for home economics staff to use in determining the effectiveness of CHE and HERO programs. A description of each follows:

Curriculum and Instruction: The curriculum has been organized and sequenced around career paths with clear curriculum standards leading students to entry-level employment, job advancement, entrepreneurship, advanced education and training, and personal use. Instruction is performance-based and integrates academic knowledge and skills which reflect current and emerging technologies and practices in business, industry, and the home environment.

Leadership and Citizenship Development: Students develop leadership, citizenship, interpersonal, and employment skills by participating in community service projects and cooperative, individualized, and competitive instructional activities.

Practical Application of Occupational Skills: Practical application of occupational skills is accomplished through classroom simulation of work-site experiences, community-based learning, or entrepreneurship. These practical experiences are combined, coordinated, and evaluated with the classroom instruction.

Qualified and Competent Personnel: All career-vocational education teachers are competent and qualified, with appropriate occupational proficiency. In addition, instructors, administrators, guidance/counseling staff, and instructional support staff are involved in an ongoing program for professional development designed to enhance the quality of instruction.

Facilities, Equipment, and Materials: Facilities, equipment, instructional materials, and supplies comply with health and safety standards, reflect and/or simulate current and merging technologies and applications, and are of sufficient quantity and quality to meet the instructional objectives and individual needs of all students.

Community, Business, and Industry Involvement: Individuals who represent the community, business, industry, students, parents, districts, staff, postsecondary agencies, and labor serve on a subject-area advisory committee to provide guidance. Staff uses the advice of the advisory committee in the design, development, operation, evaluation, and support of each program area.

Career Guidance: Career-vocational education staff, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in C-VE courses/programs that are consistent with their aptitudes, interests, abilities, and career path goals.

Program Promotion: There is a systematic plan of program promotion to inform students, parents, counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives of options, advantages, quality, accountability, and availability of career-vocational education programs.

Program Accountability and Planning: There is an annual program assessment using input from instructors, administrators, students, other staff, and advisory committee members which ensures that the program scope, design, content, instruction, and administration meets the program objectives. The annual assessment process is used to develop a Program Improvement Plan for the short and long-range administration and operation of career-vocational education programs.[5]

These criteria form the basis for the Career-Vocational Education Program Improvement and Certification Program. High school, ROC/Ps, and adult school programs in home economics may participate in this voluntary, three-phase process that may stand alone or be incorporated into the WASC/CDE accreditation process.

During **Phase I**, the local home economics staff uses the "Home Economics Education Program Self-Review" packet to assess existing program status and develop a Program Improvement Plan based on results of the assessment. If both CHE and HERO programs exist at a site, each staff completes the process separately because each program has different outcomes. Phase I complements the school self-study portion of WASC/CDE (Western Association of Schools and Colleges/California Department of Education) "Focus on Learning" accreditation process.

Phase II involves implementation of the Program Improvement Plan. The length of this process depends upon how well the existing home economics program satisfies the nine quality criteria. Throughout Phases I and II, site staff collect evidence to document attainment of each quality criterion.

Once the self-study and implementation of the program improvement plan are complete, the site staff initiates **Phase III** by requesting a site review. During this phase, a home economics program consultant conducts a one-day validation review at the site to interview selected staff, review documentation identified in the self-review instrument, and observe facilities, equipment, and materials used for instruction.

If all Quality Criteria are met during the site validation review, the program receives certification and is recognized on the statewide Honor Roll of Programs of Excellence. Recertification may occur after a mini-review in three years and again after six years with an external review team visit. Formal recognition of certified programs occurs at the annual Home Economics Leadership and Management Conference as well as at a local governing board meeting.

Validating Achievement Through Assessment and Student Certification

Prospective employers and postsecondary admissions personnel want evidence of student achievement. Ongoing and cumulative assessment validates that students have mastered home economics curriculum standards. Work is in progress to develop and implement assessment for the CHE Comprehensive Core and a student certification system for the eight home economics career path clusters. This system, the Career-Technical Assessment Project (C-TAP), is being developed by Far West Laboratory for the Career-Vocational Education Division, California Department of Education.

The Career-Technical Assessment Project (C-TAP) for student certification measures a student's ability to analyze, evaluate, communicate, and perform within the context of a career path cluster. When combined with the California Comprehensive Testing Program (CCTP) and

[5]*Career-Vocational Education Program Improvement and Certification System*. Sacramento: Career-Vocational Education Division, California Department of Education, 1992.

the Golden State Examinations, which measure proficiency in academic core skills, C-TAP becomes a powerful tool for documenting student readiness to enter the workforce or postsecondary education.

Career-Technical Assessment Project (C-TAP) certification focuses on individual student performance. Assessment tasks require mastery of key curriculum standards for CHE and HERO programs that were identified cooperatively with representatives of the community, education, business, and industry. Curriculum standards are statements of expectation for student achievement. Each standard contains a cognitive component describing what a student should know and a behavioral component stating what a student should be able to do with respect to a particular concept or set of skills. Future Homemakers of America-Home Economics Related Occupations Competitive Recognition Events can be incorporated into ongoing assessment and student certification.

Completers of the CHE Comprehensive Core and home economics career path cluster programs may document competency achievement by successfully accomplishing a series of assessment tasks through the Career-Technical Assessment Project (C-TAP). Upon completion of the Core, students may participate in C-TAP to establish readiness for progressing into home economics career path cluster programs. To earn a certificate of mastery for the *CHE Comprehensive Core*, students must demonstrate attainment of a set of curriculum standards in the context of leadership and the seven content areas at a proficient or advanced level. Each C-TAP assessment task measures content area and transferable curriculum standards.

To earn a certificate in a selected *home economics career path cluster*, students will be required to demonstrate mastery of a set of curriculum standards at an advanced or proficient level in the context of their selected career path clusters. Three types of curriculum standards are reflected in each C-TAP assessment task: (1) career path cluster, (2) Home Economics Related Occupations, and (3) career preparation.

Certification for both the CHE Comprehensive Core and a career path cluster program involves cumulative and administered assessment tasks. Cumulative assessment components consist of the C-TAP project and the C-TAP portfolio. Students plan and complete an approved, individualized *project* during the course of their program. Projects involve either the planning and/or development of a tangible end product; a written description and analysis of the project experience as it applies to the students' career field.

Students assemble a structured *portfolio* of specified products and work samples during the course of their program. The portfolio helps students organize and present a collection of their work for purposes of assessment as well as for presentation to prospective employers or advanced training institutions. Contents include an introduction; a career development package (resume, employment or college application, and a letter of recommendation); a completed supervised practical experience evaluation form (if applicable); a research write-up; and four or more work samples.

Administered assessments include oral presentation of the C-TAP project and the written scenario. During the *project presentation*, students provide details of their C-TAP project to a review panel and respond to questions from the panel. The presentation is evaluated according to specified criteria, including oral presentation skills and ability to reflect on the project experience.

The *written scenario* represents a complex and realistic problem related to the CHE Comprehensive Core or the selected home economics career path cluster. Students respond in writing to the scenario prompt and are judged on their ability to apply content knowledge to address the problem presented in the scenario.

The Career-Technical Assessment Project student certification system, together with the California academic core assessment system, focuses home economics instruction and ongoing assessment on application, transfer, and integration of information in the context of personal and family life or career and work performance rather than recitation of facts and information.

Home economics students who demonstrate mastery of curriculum standards at each assessment point will possess the high skill levels required for success in the workforce, personal and family life, and postsecondary education. The C-TAP assessment tasks that integrate home economics and academic content ensure that students can combine and apply knowledge and skills in context. Student certification provides the documentation for prospective employers as well as postsecondary instructors and admissions personnel.

DEVELOPING AND IMPLEMENTING QUALITY HOME ECONOMICS EDUCATION PROGRAMS

To design effective CHE and HERO instructional programs, home economics staff should use this document in conjunction with the *Vision: Home Economics 2000*, "Home Economics Education Program Self-Review" packet, and the home economics model curriculum standards in this document to measure program(s) against the quality criteria and develop a program improvement plan. Program improvement should focus on implementing the vision for home economics education outlined in these documents. Home Economics Education Unit staff members, California Department of Education, are available to provide technical assistance upon request.

Designing Curricular Paths

Curricular paths should be designed by combining academic, other C-VE, and elective studies with home economics courses to form a coherent sequence that leads to achievement of a home economics career or educational goal. Each high school site sequence should include the CHE Comprehensive Core, followed by advanced instruction in at least one career path cluster that is articulated, as appropriate, with feeder schools, ROC/Ps, adult, and post-secondary educational programs. Advanced instruction in a career path cluster includes at least one specialized CHE content area course coupled with a related HERO career path cluster program. Home economics components are illustrated in the sample instructional sequences shown in Table 1.2. The titles used in the sequences are intended to identify components, not course names.

The grade-level placement of each instructional component varies with local school and district course patterns, requirements, and time schedules. Courses in the sequence should be of sufficient duration and rigor to prepare students adequately for entry-level employment or advanced education in the selected career path cluster. A two-year, or 360-hour CHE Comprehensive Core articulated with a 90 to 180 hour specialized CHE content area course and a 360-hour HERO program are recommended.

Table 1.2

Sample Instructional Sequences for Home Economics Education Programs

Example 1

Middle Grades	High School			
Grades 6-8	Grade 9	Grade 10	Grade 11	Grade 12
Exploratory Home Economics	**Introduction to Home Economics**		**Home Economics Career Path Cluster**	
	CHE Introductory Comprehensive Core	CHE Advanced Comprehensive Core	Specialized CHE Course in Single Content Area	HERO Career Path Cluster Program

Example 2

Middle Grades	High School			
Grades 6-8	Grade 9	Grade 10	Grade 11	Grade 12
Exploratory Home Economics	**Introduction to Home Economics**		**Home Economics Career Path Cluster**	
	CHE Introductory Comprehensive Core	CHE Advanced Comprehensive Core	Specialized CHE Course in Single Content Area	Advanced Placement CHE Course in Single Content Area
			HERO Career Path Cluster Technical Core Content	HERO Career Path Cluster Occupational Specific Content

Advanced-placement courses in a single CHE content area specializations should be 180 hours in length to provide the depth and rigor needed to qualify for articulation with postsecondary educational institutions or possible approval to satisfy an elective requirement for college entrance. However, a one-semester or 90-hour course combined with a 360-hour CHE Comprehensive Core may also be used.

At school sites where the two-year CHE Comprehensive Core cannot be completed during grades 9 and 10, variations may be offered. A one-year exploratory home economics course may serve as the introductory comprehensive core course if the same curriculum standards are met and a formal articulation agreement has received governing board approval. In other situations, the introductory course may be offered in grade 10; or the advanced course may be offered in grade 11 or 12.

A school site that has only a CHE program should offer a two-year Comprehensive Core, or its equivalent, and specialized instruction in a single content area related to one or more HERO programs at other district sites, ROC/Ps, and adult schools. If there are no HERO programs available for articulation, these sites may articulate the CHE program with local community colleges or technical schools. Tech Prep and two-year postsecondary programs can be linked with four-year colleges and universities through formal articulation agreements

which form a curricular path that leads to a specialization requiring a baccalaureate or postgraduate degree.

It is recommended that single-teacher home economics programs concentrate on a sequence centered on one or perhaps two career path clusters. Programs having more than one teacher should consider offering coherent instructional sequences in more than one career path cluster. Home economics personnel are encouraged to collaborate with other disciplines and postsecondary programs, as appropriate, to develop magnet schools and academies in addition to career cluster, apprenticeship, and Tech Prep programs based on a home economics career path cluster.

Promising Program Designs

Common program designs that are being implemented in restructured schools include magnet schools and academies as well as career cluster, apprenticeship, and Tech Prep programs. *Magnet* schools or career magnet schools provide students with a college preparatory curriculum as well as workforce preparation curriculum that enables them to enter immediately into a well-paying career. By grouping students interested in broad occupational themes, magnet school programs focus on a career path cluster and link closely with related business and industry. A career path cluster in a magnet program could be fashion, hospitality and tourism, or child and human services.

The *academy* design typically organizes programs similarly to magnet programs. However, an academy is structured as a school-within-a-school. A common academy structure involves a collaborative team of mathematics, science, English, and home economics education instructors. Home economics serves as the core discipline of the academy and the basis for a business and industry linkage that includes mentoring and workplace learning experiences. Academies can focus on a single home economics career path, such as fashion or hospitality, or combine two or more home economics career paths that contain common elements such as child, consumer, family and human services.

Some restructured schools are organized around four to six broad *career clusters*. A home economics career path cluster, such as human services, might be identified as a broad career pathway or one or more home economics career path clusters might be combined within a larger cluster. For example, fashion and interiors might be included in an applied arts cluster or major. A health and human services career cluster might include the home economics career path clusters of food science, technology, and dietetics; child development and education; family and human services; and consumer services.

Apprenticeship training programs are registered with the Department of Labor or the California apprenticeship agency in accordance with the National Apprenticeship Act. These programs are conducted or sponsored by an employer, a group of employers, or jointly by both employers and a union or association. Apprenticeship training agreements contain all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices. Typically classified as a workplace learning program, apprenticeship training programs are often coordinated with secondary and postsecondary education and combine supervised, structured, on-the-job training with related technical instruction.

Youth apprenticeship programs structure vary, but all programs combine structured or learning on the job with coordinated classroom training. Youth apprenticeship thus lies between the extremes which limit all work to a classroom setting and work experience wherein student learning is limited to workplace experiences. In California youth apprenticeship, there is a growing emphasis on C-VE programs that promote a recognized certification, participate in

statewide curriculum restructuring initiatives, support secondary/postsecondary/business and industry collaboration, employ mentoring strategies, and develop student lifelong learning skills, including opportunities for formal education beyond the completion of an apprenticeship program.

Tech Prep programs focus on ensuring that secondary and postsecondary students will develop high-level knowledge and skills to be successful in the careers of the 21st century. These programs combine secondary and postsecondary programs to create a unduplicated sequence of instruction. Carefully designed course sequences lead to a two-year degree or certificate in one of the home economics career path specializations. Formal collaboration among high schools, ROC/Ps, community colleges, and business and industry constitutes an essential element. Systematic career guidance and counseling play a key role. An interdisciplinary approach and partnerships with business and industry ensure that students develop skills needed for lifelong learning in a high-performance workplace.

These program designs — magnet, academy, career cluster, apprenticeship, and Tech Prep — enable students to follow a rigorous and challenging path that meets career goals. They feature support systems that provide all students, including those from special populations, with educational opportunities which encourage them to reach their full potential. A comprehensive support network involving appropriate school and community agencies facilitates this interaction. These program structures encourage California home economics students to develop and adopt a long-range perspective and to adjust their goals accordingly as they move along their chosen career pathway.

Developing Quality Curriculum

The home economics curriculum should incorporate knowledge, skills, technologies, and practices typical of related business and industry (HERO) and reflect homes in contemporary society (CHE). The home economics model curriculum standards should guide curriculum development in defining program standards and outcomes for Consumer Home Economics (CHE) and the eight Home Economics Related Occupations (HERO) career path clusters. Curriculum structure should reflect the competencies needed for students to master the curriculum standards.

A wide variety of learning experiences and resources should support the curriculum to accommodate the needs of California's diverse student population. Higher-level thinking and problem-solving skills should be required of students when applying concepts and theory in the context of typical home, community, and workplace situations. Cocurricular FHA-HERO activities should be utilized as an instructional strategy. Workplace learning experiences, where appropriate, should be incorporated into the curriculum design. Interdisciplinary teaming to cooperatively formulate action-based projects cooperatively is encouraged to enhance integration of home economics with other disciplines.

Consumer Home Economics

To ensure a balance of instruction that adequately prepares students to master curriculum standards in leadership and all seven content areas of the CHE Comprehensive Core, guidelines for instructional time in each, as recommended by a teacher Task Force, are presented in Table 1.3. Although the CHE content areas are listed alphabetically, they may be configured to reflect a pattern designed to sequence with the career paths identified for the site.

Home Economics Related Occupations

Home Economics Related Occupations programs should combine classroom instruction and supervised practical experience in laboratory simulations, unpaid community classroom, and/or paid cooperative vocational education. A 360-hour minimum is suggested for students to master the technical core, career path cluster, and occupational specific curriculum standards in a career path cluster program. Instruction should include the technical core, career path cluster, and occupationally specific curriculum standards (see Chart 1.3).

Community and labor market needs should be identified and addressed in both CHE and HERO programs. A home economics program advisory committee that includes a broad representation of students, parents, public and private agencies, business, and industry also should be consulted for advice regarding curricular content, resources, facilities, and equipment needed for curriculum design and implementation.

Table 1.3

Curriculum Design for the CHE Comprehensive Core

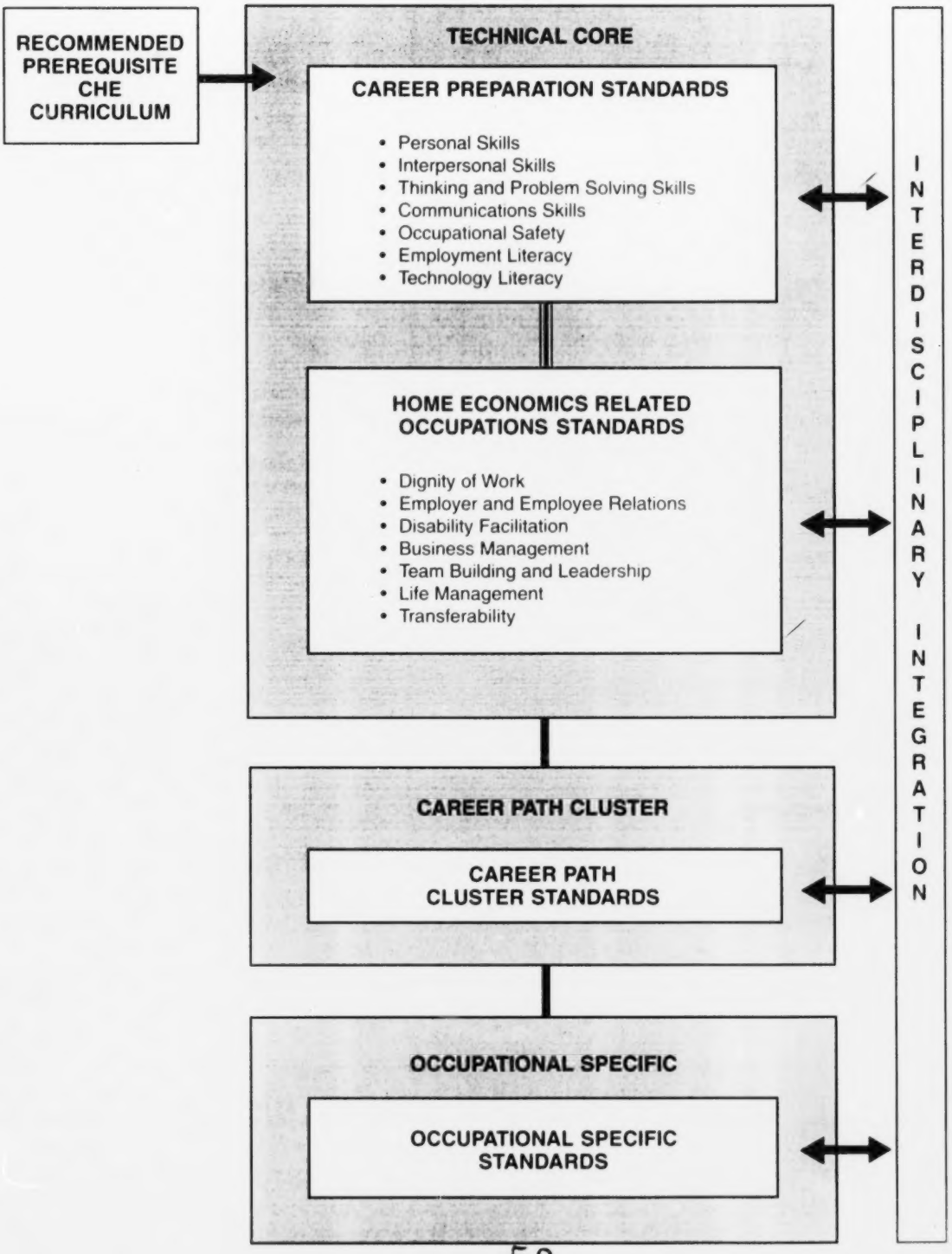
Areas of Instruction	Suggested Hours of Instruction	
	Introductory Comprehensive Core	Advanced Comprehensive Core
Child Development and Guidance	25	20
Consumer Education	20	30
Clothing and Textiles	20	15
Family and Individual Health	20	15
Family Living and Parenting Education	25	30
Food and Nutrition	30	25
Housing and Furnishings	20	15
Leadership and Careers	20	30
TOTAL	180	180

Supporting Quality Home Economics Education Programs

Quality home economics education programs need the support of adequate funding as well as up-to-date facilities, equipment, and materials. Active partnerships with related business, industry, community agencies, and postsecondary educational institutions are also essential. Annual collection of information and program review is recommended to ensure that ROC/Ps, district, and site programs meet quality standards.

Chart 1.3

Curriculum Design for Home Economics Related Occupations (HERO) Programs



Facilities, Equipment, and Materials

Facilities, equipment, and materials for home economics programs must reflect what is typical in the career path cluster workplace. For CHE programs, this means that facilities and equipment should duplicate up-to-date and/or new technology for the home. Ideally, facilities should be grouped with those of related disciplines to expedite interdisciplinary collaboration. Facility location should be easily accessible from a service driveway to simplify loading and unloading of supplies. Space and equipment needs are determined by the program taught, number of students enrolled, and other school and community activities that might take place in that area. Community and workplace learning sites may extend the classroom beyond the school when appropriate. Facilities also should include space for use and storage of instructional technology such as computers, video equipment, and CD-ROM. If adequate instructional technology is not available in the home economics classroom, arrangements should be made to share use of equipment in other classrooms, the community, and work-sites. Access to communications networks, such as Internet, facilitates student use of technology as a communication and research tool.

Consumer Home Economics programs require facilities, equipment, and materials for instruction in the seven content areas and leadership. Space is needed for individual and group work in meal preparation and service; observation of and experiences with children; clothing and textile care; basic garment construction, alteration, and design; housing and interior design activities; FHA-HERO leadership activities; dramatization; lecture; demonstration; and simulations. Storage space for equipment and materials supporting these activities is essential. Flexible space design and furnishings allow instructors to employ the variety of instructional strategies necessary for the breadth of the seven content areas. Instructional materials should contain up-to-date content and be representative of the diverse cultures and multiple roles of men and women in today's society. Advisory committee input should be sought regarding facility design, equipment, and materials. Committee members should include representatives of family service agencies and others familiar with homes and families in the local community to ensure that needs are appropriately met.

Because of their focus on preparation for transition to work or advanced education, *HERO programs* must provide facilities, equipment, technology, and materials representative of the industry related to the career path cluster taught. Advice should be sought from related business and industry representatives who work in the selected career path cluster. Facility design should allow adequate space for typical activities in the career path cluster. Flexibly designed classroom facilities allow HERO instructors to use a variety of instructional strategies when teaching theory. Workplace learning sites may include an on-campus laboratory or off-campus community and business sites. School-site laboratory facilities should replicate those in the workplace. Community classroom and cooperative vocational education workplace learning sites should be carefully selected to ensure that facilities, equipment, and materials represent the state-of-the-art technology for the industry. Technology commonly used in today's workplace should be available either on campus or at workplace learning sites for the career path cluster programs taught.

Program Funding

Home economics education programs receive ongoing funding from local districts, ROC/Ps, and the federal Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Consumer Home Economics programs are eligible to receive allocations from Title III-B funds and to apply for Title II-B competitive sex equity grants through the Perkins Act. Home Economics Related Occupations programs may be eligible to receive Title II-C funds of the

Perkins Act, under certain conditions, or be funded through a ROC/P or adult school. Fund-raising activities may be incorporated into program instruction to provide financial support. Grants from business, public or private agencies, and foundations also may supplement these sources.

Partnerships

Partnerships with related business, industry, and community agencies that go beyond advisory committee participation are essential if home economics programs are to provide workers who are well prepared to manage their lives and perform in the workplace. Partnerships with postsecondary educational institutions have also emerged as a critical factor in designing programs that allow students to enter the workforce or continue their education past high school. Partners assume an active role in supporting career guidance activities through field trips, mentorships, internships, and shadowing experiences. They provide workplace learning experiences that utilize current practices as well as state-of-the-art equipment and technology. Finally, they can assist with labor market data, leadership activities, curriculum development, and program implementation.

Existing organizations, such as state and local chamber of commerce education committees and home economics program advisory committees, serve as starting points for building and expanding partnerships. Successful partnerships, however, need the ongoing support and involvement of key district and school site personnel. Guidelines describing activities to be conducted in the partnership should be cooperatively developed by representative members of the group. The career path cluster and/or program emphasis governs the scope and characteristics of each partnership.

Partnerships also facilitate educator/employer exchange programs that permit educators and administrators to gain insight into today's workplace in order to assess curriculum validity. By participating in internships and shadowing experiences, instructors can ensure that the instructional program reflects workplace expectations. Employers, in turn, profit from opportunities to participate in on-campus instruction and activities that enable them to provide informed advice regarding home economics program equipment, facilities, and instructional strategies.

By establishing partnerships with postsecondary educational institutions that offer related programs, home economics instructors can establish course sequences that provide students with unduplicated educational experiences that enable students to attain a higher level of skills. Students also connect secondary preparation for entry level employment with the education and training required to advance on their selected career field.

Home economics instructors and school administrators must look beyond their school sites to establish partnerships with community agencies, the workplace, and postsecondary educational institutions. Businesses, community agencies, and postsecondary institutions also need to recognize their role in preparing young people for work, community, family, and personal roles.

Program Review

Home economics education program staff should collect data annually from current and former students as well as business and industry. Data may include the number of students who complete home economics programs, earn certification, and enter the next level of education or employment in home economics-related fields. Follow-up studies of completers

should be conducted at regular intervals to document evidence of success and identify areas for program improvement. Surveys of business and industry should be used to determine employer satisfaction as a basis for program modification. Finally, annual program reviews are recommended to measure progress in implementing program improvement plans, set goals, and update plans. The "Home Economics Education Program Self-Review" packet provides a useful tool for accomplishing this task. Reviews provide important information for improving CHE and HERO programs at all educational levels. Regular program reviews ensure that home economics education continues to adequately prepare men and women for living and earning a living in the twenty-first century.

Today's home economics students reap the benefits of carefully designed programs that empower them to transition to work and advanced education. Armed with a high level of scientific, technical, and product knowledge as well as leadership and management skills, these students will make a major contribution to society and the economy as effective family members, involved citizens, productive workers, and enterprising entrepreneurs.

CHAPTER 2

Consumer Home Economics Model Curriculum Standards

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Consumer Home Economics Model Curriculum Standards

Model curriculum standards for Consumer Home Economics (CHE) ensure that students completing secondary programs possess high level skills for managing work, personal, and family life, and effectively transitioning to Home Economics Related Occupations (HERO) career path cluster programs and postsecondary education. Individuals who can balance work, personal, and family responsibilities are more productive workers. As a result individuals and families will better manage all aspects of their lives, enabling them to make a positive contribution to their communities and the workforce.

By basing curriculum and assessment on curriculum standards, secondary CHE programs will effectively prepare students with the knowledge, skills, and attitudes needed to succeed in work, personal, and family life. These standards reflect the skills needed to successfully manage life and work roles as identified by representatives of secondary and postsecondary education as well as agencies and businesses that serve families and consumers. Students completing the CHE Comprehensive Core will be prepared to successfully manage multiple work, personal, and family roles as well as enter specialized CHE coursework and/or one of eight secondary HERO career path cluster programs and postsecondary programs at a community college, private, technical or trade school, and/or four year college or university.

The standards in this document have been established by an advisory committee composed of secondary and postsecondary home economics educators as well as representatives of agencies that serve families. The developmental work was completed under the direction of the Home Economics Education Unit, Career-Vocational Education Division, California Department of Education, in cooperation with California State University, Northridge. Once developed, the standards were validated by a task force comprised of CHE instructors, administrators, community, and business representatives.

A resource document, designed to accompany this text, includes suggestions for meaningful, student-centered learning activities that address these standards in an integrated format.

UNDERSTANDING STANDARDS

The model curriculum standards are intended for use by secondary CHE instructors to plan and establish new programs or to strengthen and expand existing programs. Consumer Home Economics instructors will use these standards in working with middle grade, HERO, and postsecondary instructors to articulate and sequence instruction, thereby eliminating

unnecessary duplication in the various levels of education. Further, by implementing these standards at the secondary level, postsecondary programs can prepare students with higher level skills.

These standards will be used to improve and expand CHE programs; to certify student readiness for HERO programs as well as advanced and education/training; and to revise curriculum to ensure that it is current and relevant. They also will be applied in reviewing the curriculum during the program certification process which ensures high quality, relevant home economics programs. In addition, the standards also will serve as the basis for professional development activities to upgrade the skills of current program instructors and to equip future instructors to become effective educators. Model curriculum standards should be used in conjunction with Chapter 1 of this document to design and assess programs.

To ensure the currency and relevance of the standards, an ongoing, annual review will be conducted by committees composed of educators and representatives of agencies and businesses.

CONSUMER HOME ECONOMICS STANDARDS

Consumer Home Economics standards have been established for the Comprehensive Core and content area specializations in leadership and the seven content areas: child development and guidance; clothing and textiles; consumer education; family living and parenting education; food and nutrition; housing and furnishings; and individual and family health. The sequence for CHE is depicted in Chart 2.1.

Standards for the *CHE Comprehensive Core* reflect expected student performance upon completion of a two-year sequence of instruction that includes transferable skills, leadership, and the seven CHE content areas. The two-year sequence includes introductory instruction which is offered during the first year and advanced level instruction that is offered during the second year. Although the curriculum standards for the CHE Comprehensive Core remain the same for both the introductory and advanced level of the Core, the learning activities should differ in the degree of rigor and complexity. If no specialized CHE content area courses are offered at a site, standards for content area specializations may be included in the Comprehensive Core to increase the depth, breadth, and scope of instruction.

The *CHE content area specializations* build on the Comprehensive Core standards to create a more rigorous curricular sequence composed of the Core and one or more specialized CHE content area courses. Specialized courses offer students an opportunity to pursue study in one of the CHE content areas as well as for preparation to enter a related HERO program or advanced education.

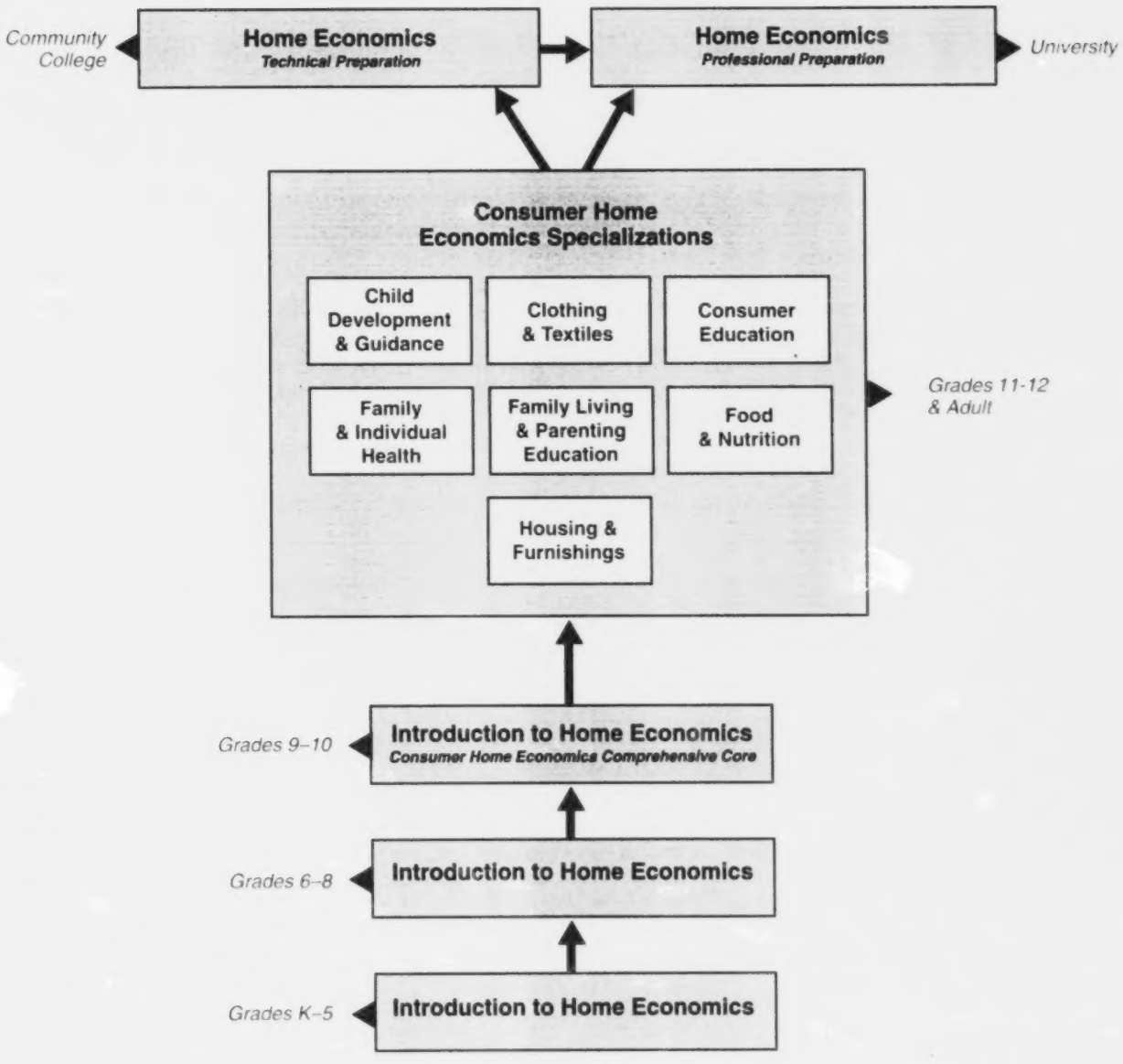
CONSUMER HOME ECONOMICS STANDARDS ORGANIZATION

The model curriculum standards for the CHE Comprehensive Core and for specialized CHE content area courses are organized in a similar manner. Both include transferable and content area standards.

Chart 2.1

Home Economics Educational Sequences

Paths to Postsecondary Options



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Transferable Standards

The transferable standards include the knowledge, skills, attitudes, and behaviors needed by all students as they apply home economics subject matter in managing their multiple work, personal, and family roles. These transferable standards should be integrated into instruction in the content areas. Following are the eleven transferable standards:

- career awareness
- personal development
- interpersonal skills
- thinking and problem solving skills
- life management
- communication skills
- safety and sanitation
- technology literacy
- employability
- team building and leadership
- transferability

Content Area Standards

Content area standards for the CHE Comprehensive Core follow the transferable standards and are organized by the seven content areas and leadership: child development and guidance; clothing and textiles; consumer education; family living and parenting education; food and nutrition; housing and furnishings; and individual and family health.

Content area standards for the CHE content area specializations include the same eleven transferable standards and are organized by the seven content areas.

STANDARDS FORMAT

Curriculum standards conform to the format delineated jointly by the Career-Vocational Education Division, California Department of Education, and the Career-Technical Assessment Project (C-TAP) conducted by Far West Laboratory for Research in Education. Standards describe expectations for student achievement, including the knowledge, skills, attitudes, and behaviors required of students.

There are two components in each curriculum standard. These two components are written in a two-three sentence format. The first sentence describes what the student will know or understand. The remaining sentence(s) describe(s) what students will be able to do as they apply their knowledge to personal, home, and work life.

Citations crossreferencing each curriculum standard with appropriate academic frameworks are identified below each standard to facilitate interdisciplinary collaboration as well as reinforcement of academic concepts. Refer to Appendix D for excerpts from the academic frameworks.

Consumer Home Economics

Comprehensive Core

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Consumer Home Economics

TRANSFERABLE STANDARDS

These curriculum standards should be integrated into each of the Consumer Home Economics (CHE) content areas.

1. Career Awareness

Students will understand home economics career path clusters. They will evaluate career options related to each Consumer Home Economics (CHE) content area, including labor market projections, educational requirements, job responsibilities, personal aptitudes, salary, benefits, expectations, and working environment.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Participation in Specialized Courses
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Economic Literacy
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Functions
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics
Mathematics: Geometry
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language
Science: Systems and Interactions (Life Sciences - Living Things)

2. Personal Development

Students will understand how personal skills development affects work, personal, and family life. They will exhibit positive attitudes such as self-confidence, honesty, perseverance, and self-discipline. They will manage resources, including time and energy, and balance priorities as well as demonstrate a capacity for lifelong learning.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in an Extensive Reading Program
English / Language Arts: Responding to the Core Works
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language

3. Interpersonal Skills

Students will understand group dynamics and how interpersonal skills affect work, personal, and family life. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate effective working relationships across age, gender, and cultural groups.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Participation Skills
History / Social Science: Civic Values, Rights, and Responsibilities
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology

4. Thinking and Problem Solving Skills

Students will understand critical and creative thinking, logical reasoning, and problem solving skills in work, personal, and family life. They will use numerical estimation, measurement, and calculation, as appropriate. They will identify problem situations; locate and organize needed information or data; and analyze, evaluate, and select from alternative choices.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
History / Social Science: Critical Thinking Skills
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language

5. Life Management

Students will understand management strategies that assist them in balancing their work, personal, and family life. They will apply effective strategies and manage resources for balancing the responsibilities of work, personal, and family life.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Statistics and Probability
Mathematics: Number
Mathematics: Logic and Language

6. Communication Skills

Students will understand principles of effective verbal and nonverbal communication. They will communicate both orally and in writing. They will demonstrate active listening skills, including providing feedback, clarification, and requesting additional information.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
History / Social Science: Elective Courses in History / Social Science - Psychology

7. Safety and Sanitation

Students will understand principles of safety and sanitation related to the home and work environment. They will apply safety and sanitation principles appropriate to Consumer Home Economics (CHE) content areas and leadership.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

8. Technology Literacy

Students will understand the use of technology and its effect on work, personal, and family life. They will demonstrate the use of technology related to each Consumer Home Economics (CHE) content area. They will analyze the changes occurring in work, personal, and family life as a result of technology.

English / Language Arts: Learning the Writing Process
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Statistics
Mathematics: Statistics and Probability
Science: Energy (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat; Energy: Sound)
Science: Evolution (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

9. Employability

Students will understand the knowledge, skills, attitudes, and behaviors needed to obtain and maintain employment. They will demonstrate job search and acquisition as well as retention skills and attitudes, including responsibility, positive work habits, and work ethics.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Studying Etymology to Increase Vocabulary
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing

10. Team Building and Leadership

Students will understand teamwork and leadership concepts and skills as they apply to occupations in home economics and related industries. They will participate in Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) activities, including community service and competitive recognition events (CRE), to demonstrate teamwork, leadership, and occupational skills required for success in the industry.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections

11. Transferability

Students will understand how and knowledge, skills, attitudes, and behaviors learned in Consumer Home Economics (CHE) can be transferred to education and training in home economics career path clusters, paid employment, and/or advanced education. They will develop an individual career plan that reflects career mobility and opportunities, including possibilities for entrepreneurship.

English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda

Child Development and Guidance

CONTENT AREA STANDARDS

1. Responsible Parenting

Students will understand the responsibilities of parenting. They will analyze the major decisions and responsibilities of being a parent. They will identify factors that contribute to child abuse and neglect.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Systems and Interactions (Life Sciences - Living Things)

2. Child Growth and Development

Students will understand the stages of child growth and development. They will analyze developmental stages of children from conception through adolescence, including language, cognitive, psychomotor, sensory, physical, social, and emotional characteristics. They will demonstrate understanding by selecting appropriate actions and activities that will promote the optimal development of the child.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Patterns of Change (Life Sciences - Living Things)
Science: Systems and Interactions (Life Sciences - Living Things)

3. Guidance and Discipline

Students will understand the principles that lead to positive guidance and discipline. They will recommend appropriate methods for handling a variety of situations that contribute to the development of the child, including self-esteem.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Studying Vocabulary in Context
History / Social Science: Elective Courses in History / Social Science - Psychology

4. Health and Safety

Students will understand the practices that will promote the health and safety of children. They will recommend appropriate practices related to nutrition, health, sanitation, safety, and first aid.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Energy (Physical Science - Energy: Heat; Energy: Electricity and Magnetism)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

5. Value of Play

Students will understand the importance of play to children's development. They will analyze and select age-appropriate play activities and materials that promote optimal development.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Systems and Interactions (Life Sciences - Living Things)

6. Role of Routines

Students will understand the importance of daily routines in a child's life. They will analyze how various life routines, such as food preparation and household chores, contribute to the child's self-concept and sense of worth.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology

7. Children with Special Needs

Students will understand the special contributions and needs of exceptional children such as, the physically disabled, learning disabled, and gifted. They will examine ways in which the exceptional child's needs can be met to enhance self-concept and self-worth.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology

Clothing and Textiles

CONTENT AREA STANDARDS

1. Apparel Decisions

Students will understand the relationship between self-image and apparel selections. They will apply the principles and elements of design to self-image and apparel selections. They will identify, evaluate, and select apparel that meets their social, physical, and psychological needs.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Geometry From an Algebraic Perspective
Mathematics: Conceptual Underpinnings of Calculus
Science: Systems and Interactions (Life Sciences - Living Things)

2. Wardrobe Planning

Students will understand the principles of wardrobe planning. They will create wardrobe plans that reflect available resources; individual and family needs, values, and goals; and work and personal activities.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Probability
Science: Systems and Interactions (Earth Science - Geology and Natural Resources)

3. Textiles

Students will understand the characteristics and maintenance of textiles. They will evaluate ways fibers, fabrics, and finishes affect the appearance, construction, and care of apparel and textile products. They will use labels to obtain product information.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
Mathematics: Probability
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Earth Science - Geology and Natural Resources)

4. Care and Maintenance

Students will understand optimal appearance and wearability of apparel are the result of proper care and maintenance. They will demonstrate appropriate procedures for the repair, care, and maintenance of selected clothing.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Probability

5. Clothing Construction

Students will understand the skills and equipment used in clothing construction. They will construct clothing products for themselves or others.

English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Functions
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Statistics
Mathematics: Probability

Consumer Education

CONTENT AREA STANDARDS

1. Consumer Economics

Students will understand their role within our economic system. They will investigate the inter-relationship between regional, national, and world economics and the economic well-being of individuals and family.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
History / Social Science: Economics - Microeconomics
History / Social Science: Economics - Macroeconomics
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Functions
Mathematics: Statistics
Mathematics: Discrete Mathematics

2. Consumer Decisions

Students will understand the benefits and costs of consumer decisions. They will make informed consumer decisions based on a decision-making process. They will analyze the influence of the media upon consumer decisions.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Participating in Oral Communication Activities
History / Social Science: Economics - Microeconomics
History / Social Science: Economics - Macroeconomics
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra

3. Consumer Purchases

Students will understand how to compare and evaluate products and services. They will investigate and compare a variety of products and services and recommend purchases according to needs, wants, and resources.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Participating in Oral Communication Activities
History / Social Science: Economics - Fundamental Economic Concepts
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics

4. Financial Planning

Students will understand the effect of values, family situations, occupational goals, and income on lifestyles and consumer behavior. They will create financial plans that reflect personal values, goals, and resource management.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Economics - Fundamental Economic Concepts
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics

5. Consumer Rights and Responsibilities

Students will understand consumer resources, rights, and responsibilities. They will examine available consumer protection services. They will identify responsible consumer behavior.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today

Family Living and Parenting Education

CONTENT AREA STANDARDS

1. Contributions of the Family

Students will understand the contributions of the family to the development of individuals. They will identify the differences in families, roles, responsibilities, and communication and how these influence individual self-esteem, personality development, values, and relationships.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Sociology

2. Quality Relationships

Students will understand quality relationships and how self-worth and communication skills effect interpersonal relationships. They will analyze the qualities of their relationships, including those with friends, family, teachers, and employers. They will demonstrate effective communication skills that build quality relationships.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology

3. Conflicts and Crises

Students will understand resources and strategies for managing conflicts and crises. They will identify sources of conflict and crisis in a variety of work, personal, and family situations and recommend ways to resolve them.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Psychology

4. Major Life Changes

Students will understand major life changes require lifestyle adjustments. They will identify the major life changes that individuals and families may encounter throughout the life cycle and the factors and resources that help facilitate adjustment.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Mathematics as Communication
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Patterns of Change (Life Sciences - Living Things)

Food and Nutrition

CONTENT AREA STANDARDS

1. Nutrition and Health

Students will understand the principles of nutrition related to good health throughout life. They will use valid nutritional information to make decisions concerning dietary needs and use of resources. They will evaluate implications of dietary decisions for the health and well-being of individuals in different stages of the life cycle.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
History / Social Science: World History, Culture, and Geography: The Modern World - Unresolved Problems of the Modern World
History / Social Science: United States History and Geography: Continuity and Change in the Twentieth Century - The United States in Recent Times
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Patterns of Change (Life Sciences - Living Things)
Science: Systems and Interactions (Life Sciences - Living Things)

2. Meal Management

Students will understand the principles of meal management. They will plan nutritionally balanced menus, calculate food costs, develop food preparation plans, and prepare and evaluate meals.

English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Life Sciences - Living Things)

3. Food Safety and Sanitation

Students will understand the importance of maintaining a safe, sanitary, and efficient kitchen using essential equipment and appliances. They will demonstrate the proper techniques of sanitation; food handling; care of equipment and appliances; safety; and efficiency in the kitchen.

English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: United States History and Geography: Continuity and Change in the Twentieth Century - The Progressive Era
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things; Cells, Genetics, and Evolution)

4. Food Preparation

Students will understand food preparation techniques. They will demonstrate food preparation skills that retain nutrients, using essential equipment, tools, and supplies. They will evaluate food products for nutritive value, appearance, and palatability.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things; Cells, Genetics, and Evolution)

Housing and Furnishings

CONTENT AREA STANDARDS

1. Housing Decisions

Students will understand the variety of factors and options that influence housing decisions. They will evaluate decisions on the basis of personal and family needs, values and goals, housing options, finances, and consumer and community resources.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Sociology
History / Social Science: Economics - Fundamental Economic Concepts
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Probability

2. Home Furnishings, Accessories, and Equipment

Students will understand factors influencing selection and care of home furnishings, accessories, and equipment. They will select pictures of home furnishings, accessories, and equipment that illustrate informed consumer decisions regarding economics, needs, space requirements, conservation of resources, and quality.

English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: Economics - Fundamental Economic Concepts
Mathematics: Geometry From a Synthetic Perspective
Science: Systems and Interactions (Physical Science - Energy: Sources and Transformations)
(Life Sciences - Living Things)

3. Design Elements and Principles

Students will understand how the elements and principles of design are used to create an aesthetically pleasing living environment. They will develop and evaluate floor plans and elevations that satisfy space needs, applying principles and elements of design.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Geometry From an Algebraic Perspective
Science: Scale and Structure (Physical Science - Energy: Light)

4. Color Theory

Students will understand color theory. They will evaluate color schemes used in a variety of situations.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
Science: Systems and Interactions (Physical Science - Energy: Light)

Individual and Family Health

CONTENT AREA STANDARDS

1. Health and Safety

Students will understand principles of personal health care and safety. They will demonstrate practices that promote physical, mental, social, and emotional well-being. They will demonstrate ability to appropriately respond to emergency situations and perform basic first aid.

English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

2. Responsible Behavior

Students will understand the importance of responsible behavior in order to promote health and to avoid risks. They will demonstrate decision-making and responsible behavior related to stressful situations, substance abuse, intimate relationships, and accessing health care.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
Science: Systems and Interactions (Life Sciences - Living Things)

3. Environmental Effects

Students will understand the relationship between the environment and one's intellectual, emotional, and physical well-being. They will investigate ways in which the environment affects the health, safety, and well being of individuals and families.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
History / Social Science: World History, Culture, and Geography: The Modern World - Unresolved Problems of the Modern World
History / Social Science: United States History and Geography: Continuity and Change in the Twentieth Century - The United States in Recent Times
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Science: Systems and Interactions (Life Sciences - Living Things; Ecosystems)

4. Community Health Resources

Students will understand community health care services and health-related products available to maintain physical and emotional health. They will investigate and compare health plans, agencies, and resources that provide information and/or health services. They will demonstrate skills in accessing and utilizing appropriate health care services, resources, and products.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: United States History and Geography: Continuity and Change in the Twentieth Century - The United States in Recent Times
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

Leadership

CONTENT AREA STANDARDS

1. Characteristics of Leaders

Students will understand the characteristics of leadership. Students will design a plan to strengthen their personal and interpersonal skills by evaluating the distinguishing qualities of effective leaders.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning the Writing Process
History / Social Science: Historical Literacy
Mathematics: Logic and Language

2. Leadership Skills

Students will understand the skills required to assume leadership roles. Students will assume leadership responsibilities to define goals; evaluate available resources; implement the steps in the decision-making process; practice conflict resolution and negotiation; work cooperatively in group settings; employ the principles of the democratic process; and practice teamwork.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools

3. Assuming Leadership Responsibilities

Students will understand how to plan, organize, and conduct an activity, project, or meeting. Students will apply decision-making and problem solving skills as they assume the leadership responsibility for the success of an activity, project, or meeting.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Logic and Language

4. Transfer of Leadership Skills

Students will understand how leadership traits, skills, and attitudes are applied in the community, workplace, and the home. Students will describe how leadership traits, skills, and attitudes are required for success in the community, workplace, and home.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Participation in Specialized Courses

Consumer Home Economics Content Area Specializations

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Consumer Home Economics

TRANSFERABLE STANDARDS

These curriculum standards should be integrated into each of the Consumer Home Economics (CHE) content areas.

1. Career Awareness

Students will understand home economics career path clusters. They will evaluate career options related to each Consumer Home Economics (CHE) content area, including labor market projections, educational requirements, job responsibilities, personal aptitudes, salary, benefits, expectations, and working environment.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Participation in Specialized Courses
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Economic Literacy
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Functions
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics
Mathematics: Geometry
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language
Science: Systems and Interactions (Life Sciences - Living Things)

2. Personal Development

Students will understand how personal skills development affects work, personal, and family life. They will exhibit positive attitudes, such as self-confidence, honesty, perseverance, and self-discipline. They will manage resources, including time and energy, and balance priorities as well as demonstrate a capacity for lifelong learning.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in an Extensive Reading Program
English / Language Arts: Responding to the Core Works
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language

3. Interpersonal Skills

Students will understand group dynamics and how interpersonal skills affect work, personal, and family life. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate effective working relationships across age, gender, and cultural groups.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Participation Skills
History / Social Science: Civic Values, Rights, and Responsibilities
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology

4. Thinking and Problem Solving Skills

Students will understand critical and creative thinking, logical reasoning, and problem solving skills in work, personal, and family life. They will use numerical estimation, measurement, and calculation, as appropriate. They will identify problem situations; locate and organize needed information or data; and analyze, evaluate, and select from alternative choices.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
History / Social Science: Critical Thinking Skills
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language

5. Life Management

Students will understand management strategies that assist them in balancing their work, personal, and family life. They will apply effective strategies and manage resources for balancing the responsibilities of work, personal, and family life.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Statistics and Probability
Mathematics: Number
Mathematics: Logic and Language

6. Communication Skills

Students will understand principles of effective verbal and nonverbal communication. They will communicate both orally and in writing. They will demonstrate active listening skills, including providing feedback, clarification, and requesting additional information.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
History / Social Science: Elective Courses in History / Social Science - Psychology

7. Safety and Sanitation

Students will understand principles of safety and sanitation related to the home and work environment. They will apply safety and sanitation principles appropriate to Consumer Home Economics (CHE) content areas and leadership.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

8. Technology Literacy

Students will understand the use of technology and its effect on work, personal, and family life. They will demonstrate the use of technology related to each Consumer Home Economics (CHE) content area. They will analyze the changes occurring in work, personal, and family life as a result of technology.

English / Language Arts: Learning the Writing Process
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Statistics
Mathematics: Statistics and Probability
Science: Energy (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat; Energy: Sound)
Science: Evolution (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

9. Employability

Students will understand the knowledge, skills, attitudes, and behaviors needed to obtain and maintain employment. They will demonstrate job search and acquisition as well as retention skills and attitudes, including responsibility, positive work habits, and work ethics.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Studying Etymology to Increase Vocabulary
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing

10. Team Building and Leadership

Students will understand teamwork and leadership concepts and skills as they apply to occupations in home economics and related industries. They will participate in Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) activities, including community service and competitive recognition events (CRE), to demonstrate teamwork, leadership, and occupational skills required for success in the industry.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections

11. Transferability

Students will understand how and knowledge, skills, attitudes, and behaviors learned in Consumer Home Economics (CHE) can be transferred to education and training in home economics career path clusters, paid employment, and/or advanced education. They will develop an individual career plan that reflects career mobility and opportunities, including possibilities for entrepreneurship.

English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda

Child Development and Guidance

CONTENT AREA STANDARDS

1. Studying and Understanding Children

Students will understand observation techniques of studying children. They will use structured observation techniques to study children's behavior and interpret findings.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Responding to the Core Works
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Studying Vocabulary in Context
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Mathematics as Communication
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Life Sciences - Living Things)

2. Prenatal Development

Students will understand the stages of pregnancy from conception to birth. They will analyze the relationship between the normal development of the fetus and nutrition, exercise, lifestyle, and medical care. They will examine the costs, ethics, and risks of medical procedures such as in vitro fertilization, amniocentesis, and prenatal surgery.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Responding to the Core Works
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution)

3. Inherited Characteristics

Students will understand the role of genetics in determining the physical, social, and psychological development of a child. They will analyze how individuals are genetically unique. They will analyze the roles of nature versus nurture in the physical, social, and psychological development of a child.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Responding to the Core Works
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listenin
English / Language Arts: Improving Oral and Aural Language Abilit
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Evolution (Life Sciences - Cells, Genetics, and Evolution)
Science: Patterns of Change (Life Sciences - Cells, Genetics, and Evolution)

4. Child Growth and Development

Students will understand developmental theories of child growth and development from infancy through adolescence. They will analyze the stages of growth and development and select developmentally appropriate activities from the perspective of various theories.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Responding to the Core Works
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Patterns of Change (Life Sciences - Living Things)

5. Health and Safety

Students will know the practices that promote the health and safety of children. They will recommend nutrition and health care practices to promote optimal health of children. They will analyze the safety of home environments, recommend methods for improving safety, and develop plans for emergencies and disasters.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Responding to the Core Works
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Science - Living Things)

6. Guidance and Discipline

Students will understand the principles of guidance and discipline. They will analyze various guidance and discipline theories. They will recommend age-appropriate guidance and discipline techniques that promote feelings of self-worth and development of the child.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Responding to the Core Works
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology

7. Learning, Play, and Recreation

Students will understand the value of learning, play, and recreational activities for infants, children, and adolescents. They will plan developmentally appropriate learning, play, and recreational activities that promote language, cognitive, psychomotor, sensory, physical, social, and emotional development.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Responding to the Core Works
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Patterns of Change (Life Sciences - Living Things)
Science: Systems and Interactions (Life Sciences - Living Things)

8. Cultural Diversity

Students will understand the child-rearing tradition and customs of various cultures. They will analyze the differences and similarities in the roles and responsibilities of family members. They will analyze the influence of culture on a child's behavior and learning.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Responding to the Core Works
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Cultural Literacy
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology

9. The Exceptional Child

Students will understand the special contributions and needs of the exceptional child. They will analyze ways to address the needs of exceptional children. They will recommend ways to enhance the development of exceptional children.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Responding to the Core Works
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Systems and Interactions (Life Sciences - Living Things)

10. Child Abuse and Neglect

Students will understand the factors that contribute to child abuse and neglect. They will demonstrate knowledge of the child abuse laws and reporting procedures. They will investigate possible causes of abusive behavior and strategies that assist in reducing abusive behavior.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Responding to the Core Works
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
Mathematics: Mathematics as Communication
Mathematics: Statistics
Mathematics: Discrete Mathematics

11. Changes that Impact Children

Students will understand how change affects infants, children, and adolescents. They will analyze how change affects infants, children, and adolescents and recommend appropriate strategies and resources that assist children in adapting to change.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Responding to the Core Works
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Systems and Interactions (Life Sciences - Living Things)

Clothing and Textiles

CONTENT AREA STANDARDS

1. Apparel and Behavior

Students will understand how clothing and textiles meet social, physical, and psychological needs of individuals and family members. They will analyze apparel for messages, such as protection, ethnic expression, and self-adornment, and relate findings to personal needs and societal patterns.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: Cultural Literacy
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Science: Systems and Interactions (Life Sciences - Living Things)

2. Elements and Principles of Design

Students will understand and appreciate the elements and principles of design as they apply to apparel. They will apply the elements and principles of design in the selection of apparel for different body types and the coordination of garments with accessories for an aesthetically pleasing appearance.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Geometry From an Algebraic Perspective
Mathematics: Statistics
Mathematics: Probability
Science: Scale and Structure (Life Sciences - Living Things)

3. Color Theory

Students will understand color theory. They will explain different color schemes and apply color theory in the selection of colors for apparel and accessories. They will demonstrate ability to match colors to skin undertones.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Participation in Specialized Courses
History / Social Science: Cultural Literacy
Science: Systems and Interactions (Physical Science - Energy: Light)

4. Wardrobe Planning

Students will understand the principles of wardrobe planning. They will plan wardrobes for individuals according to their lifestyles, budgets, needs, and personal preferences.

English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Statistics
Mathematics: Discrete Mathematics

5. History of Apparel

Students will understand the historical development of modern dress. They will analyze major fashion developments throughout history and relate to factors influencing fashion movements. They will identify and analyze recurring fashions.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Geographical Literacy
History / Social Science: Historical Literacy
History / Social Science: United States History and Geography: Continuity and Change in the Twentieth Century - The Jazz Age
History / Social Science: United States History and Geography: Continuity and Change in the Twentieth Century - World War II
Mathematics: Statistics

6. Analytical Evaluation of Apparel

Students will understand differences in quality of apparel. They will compare and evaluate the construction techniques, fabric, findings, suitability for use, and cost.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Functions
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Statistics
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

7. Specialized Clothing

Students will understand needs for specialized clothing. They will analyze the special features of clothing for children, the elderly, and the disabled and for special occupations, such as for fire fighters and police.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Statistics
Mathematics: Probability
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

8. Clothing Budgets

Students will understand clothing budgets for individuals and families. They will estimate clothing budgets for families with different lifestyles, incomes, values, and needs. They will describe ways to extend and expand clothing resources without increasing clothing budgets.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: Economics - Fundamental Economic Concepts
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics

9. Shopping Resources

Students will understand the shopping resources available for purchasing apparel. They will compare and evaluate available shopping resources, such as retail stores, mail order, television, and discount stores, for availability of apparel needs, quality of apparel, costs, service, and convenience.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: Economics - Fundamental Economic Concepts
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics

10. Textiles

Students will understand the characteristics of different textile fibers, fabrics, and finishes. They will analyze fabric samples for their fiber content, fabric construction method, and finish. They will recommend fabric for garments and their intended use.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution)

11. Care of Garments

Students will understand the care of garments. They will recommend care of garments based on the fabric, construction, and findings, and estimate the cost of the care over the estimated time of garment use. They will demonstrate packing and storage techniques for different garments.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Geometry From an Algebraic Perspective
Science: Systems and Interactions (Life Sciences - Living Things)

12. Clothing Construction

Students will understand the tasks involved in constructing a quality garment. They will demonstrate ability to take accurate measurements, make pattern alterations, select suitable fabrics, and construct quality garments, using appropriate finishing techniques.

English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Functions
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Statistics
Mathematics: Probability
Science: Scale and Structure (Physical Science - Reactions and Interactions)

13. Remodeling and Recycling Clothing

Students will understand how to remodel and recycle clothing. They will design and complete a clothing or textile recycling project, using various methods of construction or embellishment.

English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Statistics

14. Garment Alteration

Students will understand how to alter a garment. They will identify alterations to be made; correctly mark the garment for alterations; and perform the alteration.

English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Reasoning
Mathematics: Geometry From a Synthetic Perspective
Science: Scale and Structure (Life Sciences - Living Things)

Consumer Education

CONTENT AREA STANDARDS

1. Economic Concepts

Students will understand economic concepts that affect consumers. They will analyze principles, such as scarcity, opportunity costs, and resource allocation.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Participating in Oral Communication Activities
History / Social Science: Economics - Fundamental Economic Concepts
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics

2. Economic Systems

Students will understand different economic systems. They will examine ways in which each system manages resources which affect individuals, families, and businesses.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Participating in Oral Communication Activities
History / Social Science: Economics - Comparative Economic Systems
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Functions
Mathematics: Statistics
Mathematics: Discrete Mathematics

3. Role of Government

Students will understand the role of government at the local, state, and national level, as well as the global economy. They will analyze the impact of fiscal and monetary policy on the economic well-being of families and individuals.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Participating in Oral Communication Activities
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
History / Social Science: Economics - International Economic Concepts
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Functions
Mathematics: Statistics
Mathematics: Discrete Mathematics

4. Marketplace Functions

Students will understand the functions of the marketplace. They will investigate the effects of supply and demand, price determination, and government regulations.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Participating in Oral Communication Activities
History / Social Science: Economics - Fundamental Economic Concepts
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Functions
Mathematics: Statistics
Mathematics: Discrete Mathematics

5. Financial Management

Students will understand how money management choices affect lifestyles. They will investigate financial systems, such as credit, checking and savings accounts, investments, and insurance. They will create financial plans that reflect personal values, goals, and available resources.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Economics - Fundamental Economic Concepts
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics

6. Consumer Rights and Responsibilities

Students will understand consumer resources, rights, and responsibilities. They will investigate the process for making major purchases (including selection of credit) and relate the rights and responsibilities of consumers to the purchasing process. They will analyze consumer protection laws and services.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
History / Social Science: Economics - Fundamental Economic Concepts

7. Global Economy

Students will understand the concept of a global economy. They will investigate the concepts of absolute and comparative advantage, free trade and protectionism, and the international monetary exchange system as they relate to the global economy.

English / Language Arts: Comprehending in Depth and With Sophistication
History / Social Science: Economics - International Economic Concepts
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Functions
Mathematics: Statistics
Mathematics: Discrete Mathematics

Family Living and Parenting Education

CONTENT AREA STANDARDS

1. Personal Development

Students will understand personal development. They will evaluate factors that affect the development of self-concept, values, character, personality, and philosophy of life.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Psychology

2. Meaning of Family

Students will understand the meaning of family. They will describe the functions of the family and the socioeconomic and cultural influences. They will analyze the meaning of family and explain the value of families to individuals and society.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Cultural Literacy
History / Social Science: Elective Courses in History / Social Science - Sociology

3. Quality of Relationships

Students will understand that personal relationships are built on feelings of self-worth, effective communication, commonalities, and responsible behavior. They will analyze the characteristics that contribute to developing quality relationships; describe commonalities that promote lasting relationships; and demonstrate effective communication skills.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Sociology

4. Dating Relationships

Students will understand dating relationships. They will identify the purposes of dating and the qualities of a good dating partner. They will analyze the problems involved in dating.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Science: Systems and Interactions (Life Sciences - Living Things)

5. Love and Commitment

Students will understand the types of love and commitment. They will analyze the different types of love and factors that affect commitment.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Psychology

6. Intimacy and Sexuality

Students will understand issues of sexuality. They will describe the need for intimacy and ways in which the need can be met. They will analyze the difference between physical and psychological intimacy and describe responsible behavior.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Studying Vocabulary in Context
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Systems and Interactions (Life Sciences - Living Things)

7. Marriage

Students will understand the components of successful marriages. They will analyze expectations of marriage and factors that contribute to marital satisfaction.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology

8. Major Life Adjustments

Students will understand the adjustments needed to cope with major life changes and lifestyle issues. They will evaluate major life changes and issues that individuals and families encounter and investigate the factors which help facilitate adjustment.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Patterns of Change (Life Sciences - Living Things)

9. Parenting and Discipline Skills

Students will understand skills necessary for parenting and discipline. They will describe the responsibilities of being a parent and the different developmental stages of parenting. They will analyze different styles and strategies of parenting and discipline.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts. Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Psychology

Food and Nutrition

CONTENT AREA STANDARDS

1. Nutrition and Health

Students will understand the application of the principles of nutrition as related to good health throughout life. They will analyze food choices for nutrient content. They will develop a rationale and plan for food choices that promote health and wellness for a variety of individual needs.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Patterns of Change (Life Sciences - Living Things)
Science: Systems and Interactions (Life Sciences - Living Things)

2. Safety and Emergencies

Students will understand how to maintain a safe and efficient food preparation area, using essential equipment, tools, and appliances. They will demonstrate safe work habits in the kitchen, including proper handling of equipment and tools. They will recommend safety practices in dealing with emergency and disaster situations.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things; Cells, Genetics, and Evolution)

3. Food Safety and Sanitation

Students will understand principles of food safety and sanitation. They will analyze food-borne illnesses that relate them to the handling of food. They will describe the proper handling and storage of food.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things; Cells, Genetics, and Evolution)

4. Meal Management

Students will understand the application of nutrition principles and the use of resources when planning, purchasing, and preparing meals. They will plan menus for a variety of situations, using realistic food budgets, considering differences in lifestyles, cultures, nutritional needs, food preferences, and incomes. They will demonstrate how to properly set the table for a variety of situations and occasions.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Life Sciences - Living Things)

5. Food Preparation

Students will understand the preparation of food. They will demonstrate food preparation knowledge and skills by preparing and evaluating a variety of food items, including baked goods, entrees, salads, vegetables, soups, and desserts.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

6. Purchasing Food

Students will understand the selection and purchase of food. They will demonstrate the best selection of food at grocery stores, using label information and examining quality, nutritive value, brand name, and quality desired. They will select nutritious meals from a variety of sources, using available information.

English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

7. Food and Culture

Students will understand that differences in food choices and behavior among people are based on a variety of cultural factors. They will recognize and appreciate differences and similarities of food preferences and customs based on availability of food, history, tradition, religion, economics, climate, and location.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Cultural Literacy
History / Social Science: Geographical Literacy

8. The Science of Food and Nutrition

Students will understand the principles of science related to food preparation and nutrition. They will explain chemical reactions in food and the metabolism of nutrients.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Functions
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things; Cells, Genetics, and Evolution)

9. Food Costs and Production

Students will understand the process and costs involved in food production, transportation, storage, and handling. They will evaluate the impact of government intervention, food additives, and food processing techniques on cost, quality, and availability of food.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: United States History and Geography: Continuity and Change in the Twentieth Century - The Progressive Era
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

10. Food Technology

Students will understand new food technology and related issues. They will explain new technology in food, such as biotechnology and food irradiation, and describe related issues of health, safety, and environmental protection.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things; Cells, Genetics, and Evolution)

Housing and Furnishings

CONTENT AREA STANDARDS

1. Design Principles and Elements

Students will understand how the principles and elements of design influence the design of living spaces. They will create and evaluate a variety of living environments, using the principles and elements of design.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Geometry From an Algebraic Perspective
Science: Systems and Interactions (Physical Science - Energy: Light)

2. Housing Decisions

Students will understand the variety of factors and options that influence housing decisions. They will evaluate decisions according to personal and family needs, values and goals, housing options, finances, and consumer and community resources.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Sociology
History / Social Science: Economics - Fundamental Economic Concepts
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Probability
Science: Systems and Interactions (Earth Science - Geology and Natural Resources)

3. Materials, Home Furnishings, Accessories, and Equipment

Students will understand factors influencing the selection and maintenance of materials, home furnishings, accessories, and equipment. They will select and coordinate materials, home furnishings, accessories, and equipment on the basis of an analysis of needs, costs, conservation of resources, quality, and design. They will recommend the care and maintenance of materials, home furnishings, accessories, and equipment.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Economics - Fundamental Economic Concepts
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Science: Systems and Interactions (Earth Science - Geology and Natural Resources)

4. Color Theory

Students will understand elements of color theory, including color wheels, vocabulary, and color schemes. They will create and analyze a variety of color schemes on the basis of principles of color theory.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
Science: Systems and Interactions (Physical Science - Energy: Light)

5. Space Planning

Students will understand factors of space planning. They will create and evaluate floor plans on the basis of utilization of space, individual and family needs, and efficiency.

English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Geometry From an Algebraic Perspective
Science: Systems and Interactions (Life Sciences - Living Things)

6. Textiles and Finishes

Students will understand the characteristics and maintenance of textiles and finishes. They will select and evaluate textile and finish materials for appropriate use.

English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

7. Landscaping

Students will understand landscaping concepts. They will plan an aesthetic landscaped environment that applies concepts of orientation, conservation, and design.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Geometry From an Algebraic Perspective
Mathematics: Trigonometry
Science: Systems and Interactions (Earth Science - Geology and Natural Resources)
(Life Sciences - Ecosystems)

8. Housing and Furniture Styles

Students will understand the relationships between historical styles and recurring design trends. They will identify and describe housing design and furniture and analyze the historical influence.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Historical Literacy

Individual and Family Health

CONTENT AREA STANDARDS

1. Good Health Habits

Students will understand factors that promote and maintain good health habits. They will describe good health and the health habits that contribute to a healthy lifestyle. They will demonstrate ability to set goals and make responsible decisions regarding health and wellness, including preventive medicine.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
Science: Systems and Interactions (Life Sciences - Living Things)

2. Positive Mental Attitude

Students will understand the importance of positive mental attitudes towards life situations. They will describe ways to enhance development of a positive self-concept and meet physical, emotional, and mental health needs. They will demonstrate communication strategies that assist individuals in identifying and communicating emotions in positive ways.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills

3. Management of Stress

Students will understand the management of stress. They will explain the importance of managing stress, identify symptoms of stress, and recommend coping and stress-reducing strategies.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
Science: Systems and Interactions (Life Sciences - Living Things)

4. Good Nutrition

Students will understand the importance of good nutrition for maintaining health and disease prevention. They will demonstrate the selection of nutritious foods and plan balanced diets. They will demonstrate knowledge of eating disorders and proper weight control.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Life Sciences - Living Things)

5. Body Systems

Students will understand the relationship between body systems and wellness. They will explain the functions of the body systems and describe practices that promote total well-being, such as exercise and calcium intake to prevent bone loss of the skeletal and muscular system.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

6. Substance Use and Abuse

Students will understand the use and misuse of substances. They will differentiate between use and misuse of medications and describe characteristics and consequences of substance abuse to the individual, family, and society.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: United States History and Geography: Continuity and Change in the Twentieth Century - The United States in Recent Times
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

7. Family Life

Students will understand how families can provide a nurturing environment. They will describe qualities of a functional family unit, explain strategies for creating family harmony, and describe techniques that avoid abusive behavior.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Sociology

8. Managing Manipulation

Students will understand how peer pressure and manipulation affect self-esteem. They will recognize and analyze manipulative behavior and pressure to conform or change from a variety of sources including friends, family, and the media. They will identify and describe strategies that prevent manipulation, encourage communication, and build self-esteem.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: Elective Courses in History / Social Science - Psychology

9. Relationships

Students will understand the importance of healthy relationships. They will evaluate the characteristics, responsibilities, and contributions of a variety of healthy relationships. They will analyze how relationships change and how individuals can manage these changes to maintain a sense of well-being.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Sociology

10. Pregnancy

Students will understand special health needs during pregnancy, from conception through birth, and the responsibilities of parenting. They will describe the changes that occur throughout pregnancy and will relate these changes to health care needs, including nutrition, exercise, avoidance of substance abuse, lifestyle, and medical care. They will demonstrate knowledge of related issues, such as high-risk pregnancy, teenage pregnancy, and the responsibilities of parenting.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution)

11. Communicable and Non-Communicable Infections and Diseases

Students will understand the prevention, treatment, and control of infections and diseases. They will contrast treatment, control, and prevention of common infections and diseases, including sexually transmitted diseases. They will describe universal precautions and other responsible behaviors that assist in preventing and controlling communicable infections and diseases.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: United States History and Geography: Continuity and Change in the Twentieth Century - The United States in Recent Times
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution)

12. Safety and Emergency Care

Students will understand ways to promote safety. They will describe strategies to make a home a safe environment for all members, including preparedness for emergencies and disasters. They will demonstrate basic first aid and emergency procedures.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

13. Health and the Environment

Students will understand that environment affects one's mental, social, and physical well-being. They will describe health problems that are related to the environment and recommend action that could correct the problem.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: World History, Culture, and Geography: The Modern World - Unresolved Problems of the Modern World
History / Social Science: United States History and Geography: Continuity and Change in the Twentieth Century - The United States in Recent Times
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

CHAPTER 3

Child Development and Education Career Path Cluster Model Curriculum Standards

CHAPTER 3

Child Development and Education Model Curriculum Standards

Model curriculum standards for the Child Development and Education Occupational Cluster ensure that students completing secondary programs are prepared for entry-level employment and advanced education. The standards build upon the competencies developed in Consumer Home Economics Education.

By basing curriculum and assessment on curriculum standards, Child Development and Education programs will effectively prepare students with the knowledge, skills, attitudes, and behaviors needed to successfully enter the job market or to transition to postsecondary education programs at a community college, private, technical or trade school, and/or a four-year college and university. Students completing secondary programs will be prepared for entry-level positions while students who completed postsecondary education will be prepared for technical-level or professional-level positions. These standards reflect what representatives of the Child Development and Education industry identified as essential for future workers to succeed and be productive on the job.

The standards are intended for use by secondary program instructors to plan and establish new programs or to strengthen and expand existing programs. Secondary instructors will also use these standards in working with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication on both levels of education. Further, by implementing these standards at the secondary level, postsecondary programs can prepare students with more advanced skills, thus making the students better equipped to enter the industry.

The standards in this document have been established by an advisory committee composed of representatives of the Child Development and Education industry and instructors of secondary and postsecondary Child Development and Education programs. The developmental work was completed under the direction of the Home Economics Education Unit, Career-Vocational Education Division, California Department of Education, in cooperation with California State University, Northridge. Once developed, these standards were validated by a task force composed of industry experts and educators.

A resource document, designed to accompany this text, includes suggestions for meaningful, student-centered learning activities that address these standards in an integrated format.

UNDERSTANDING STANDARDS

The model curriculum standards are intended for use in improving and expanding educational programs; to certify students for employment and advanced education/training; and to certify programs in order to ensure they are current and relevant as well as high quality. These standards also will serve as the basis for professional development activities to upgrade the skills of current program instructors and to prepare future program instructors to be effective educators. Model curriculum standards should be used in conjunction with Chapter 1 of this document to design and assess programs.

To ensure the currency and relevance of the standards, an ongoing annual review will be conducted by committees composed of educators and business and industry representatives.

CHILD DEVELOPMENT AND EDUCATION STANDARDS ORGANIZATION

The Child Development and Education Model Curriculum Standards are organized to ensure that the Child Development and Education career cluster program will prepare students to master model curriculum standards in three levels of instruction: the technical core, career path cluster, and career path specialization. The sequence for these three levels is depicted in Chart 3.1.

The Technical Core

The technical core provides a broad knowledge base that is generic to all aspects of working in any of the home economics career path clusters. Two groups of curriculum standards make up the technical core: career preparation standards and home economics related occupations standards. Career preparation standards consist of seven workplace readiness skills required in all jobs. These are:

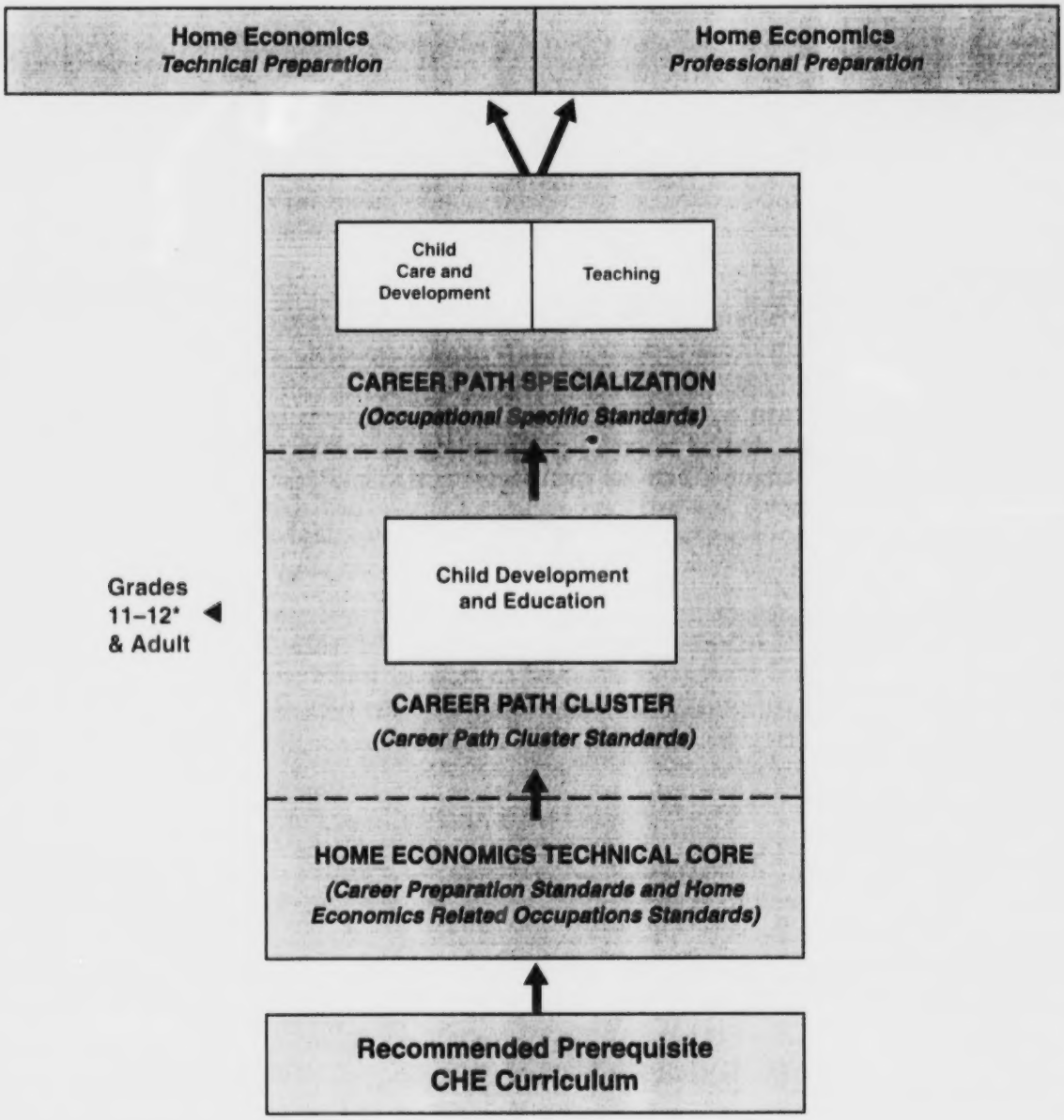
- personal skills
- interpersonal skills
- thinking and problem solving skills
- communication skills
- occupational safety
- employment literacy
- technology literacy

Home economics related occupations standards identify seven workplace competencies common in all home economics related jobs and careers.

- dignity of work
- employer and employee relations
- disability facilitation
- business management
- team building and leadership
- life management
- transferability

Chart 3.1

Home Economics Sequence for Child Development and Education



* Taught in High School and ROC/P

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Career Path Cluster

The career path cluster standards focus on the knowledge, skills, attitudes, and behaviors needed for all jobs in the Child Development and Education career path cluster regardless of specialization. Nine standards provide the foundation for students to enter a career path specialization program. Students are prepared with the basic concepts and skills necessary to advance to the next level where they may study in one or more areas of a career path specialization.

Career Path Specialization

The occupational specific standards in the Child Development and Education career path cluster refer to groups of skills needed for two broad occupational categories within this career path cluster: child care and development occupations and teaching occupations. The number of occupational specific standards varies according to the area of specialization.

STANDARDS FORMAT

Curriculum standards conform to the format delineated jointly by the Career-Vocational Education Division, California Department of Education, and the Career-Technical Assessment Project (C-TAP) conducted by Far West Laboratory for Research in Education. Standards describe expectations for student achievement, including the knowledge, skills, attitudes, and behaviors required of students. There are two components in each curriculum standard. These two components are written in a two-three sentence format. The first sentence describes what the student will know or understand. The remaining sentence(s) describe(s) what students will be able to do as they apply their knowledge to entry-level employment and advanced education.

Citations crossreferencing each curriculum standard with appropriate academic frameworks are identified below each standard to facilitate interdisciplinary collaboration as well as reinforcement of academic concepts. Refer to Appendix D for excerpts from the academic frameworks.

Child Development and Education

CAREER PREPARATION STANDARDS

1. Personal Skills

Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, and self-discipline. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in an Extensive Reading Program
English / Language Arts: Responding to Core Works
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language

2. Interpersonal Skills

Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Participation Skills
History / Social Science: Civic Values, Rights, and Responsibilities
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology

3. Thinking and Problem Solving Skills

Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation, as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate and select from alternative solutions.

English / Language Arts: Developing Ethical, Aesthetic, and cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
History / Social Science: Critical Thinking Skills
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat)
Science: Stability (Life Sciences - Cells, Genetics, and Evolution)
Science: Systems and Interactions (Life Sciences - Ecosystems)

4. Communications Skills

Students will understand principles of effective communications. They will communicate both orally and in writing. They will listen attentively to instructions and request clarification or additional information as needed.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
History / Social Science: Elective Courses in History / Social Science - Psychology

5. Occupational Safety

Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. They will operate equipment safely so as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
Science: Energy (Physical Science - Sources and Transformations; Energy: Heat; Energy: Electricity and Magnetism; Energy: Light; Energy: Sound)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Ecosystems)

6. Employment Literacy

Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purposes of professional organizations.

English / Language Arts: Developing Ethical, Aesthetic, and cultural Values
English / Language Arts: Confronting Major social and Political Issues
English / Language Arts: Writing Cogent, clear, and Concise Prose
English / Language Arts: Developing voice and Style
English / Language Arts: Studying conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Studying Etymology to Increase Vocabulary
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Listening

7. Technology Literacy

Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.

English / Language Arts: Learning the Writing Process
English / Language Arts: Applying High-Level Thinking in Detecting Propaganda
English / Language Arts: Studying vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / social Science - Sociology
Mathematics: Statistics
Mathematics: Statistics and Probability
Science: Energy (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat; Energy: Sound)
Science: Evolution (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

HOME ECONOMICS RELATED OCCUPATIONS STANDARDS

1. Dignity of Work

Students will understand that there is dignity in all work and occupations within the industry. They will explain and interpret the interdependence and importance of all jobs to the success of the organization. They will describe the need for workers at all levels to act and dress appropriately, maintain personal hygiene, and make decisions that contribute to customer satisfaction.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning About Other Disciplines
History / Social Science: Economic Literacy
History / Social Science: Sociopolitical Literacy

2. Employer and Employee Relations

Students will understand the rules and regulations affecting employer and employee rights and responsibilities. They will explain work site policies concerning employer and employee rights and responsibilities, including strategies for handling harassment.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
History / Social Science: Economic Literacy
History / Social Science: Sociopolitical Literacy

3. Disability Facilitation

Students will understand the emotional, physical, legal, and economic aspects of accessibility for the disabled. They will identify potential barriers and make reasonable accommodations for disabled clients.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

4. Business Management

Students will understand the fundamental principles of business management, including the roles and responsibilities of management and employees. They will demonstrate work force management strategies, including shared responsibility, negotiation, planning, processing information, communication, participation, and decision-making. They will demonstrate the ability to develop a basic management and sales or promotional plan.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Participating in Specialized Courses
History / Social Science: Sociopolitical Literacy

5. Team Building and Leadership

Students will understand the teamwork and leadership concepts and skills needed to be successful in work, personal, family, and community life. They will demonstrate teamwork and leadership skills by participating in activities such as Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), including competitive recognition events (CRE) and community service.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
english / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections

6. Life Management

Students will understand values and management strategies that assist them in balancing their work, personal, and family life. They will apply effective management strategies in the use of resources for handling the responsibilities of work, personal, and family life.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Statistics and Probability
Mathematics: Number
Mathematics Logic and Language

7. Transferability

Students will understand that the knowledge, skills, attitudes, and behaviors needed for entry-level employment can be transferred to advanced training/education, entrepreneurship, and/or other career fields. They will identify advanced level training/education and entrepreneurial opportunities to meet personal and career goals and recognize how to apply their acquired knowledge, skills, attitudes, and behaviors.

English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda

CAREER PATH CLUSTER STANDARDS

1. Standards and Licensing Regulations

Students will understand child care standards, licensing, and other regulations, including worker rights, responsibilities, and credential requirements. They will demonstrate their ability to comply with rules and policies of the work site.

English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Number
Science: Patterns of Change (Physical Science - Reactions and Interactions)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

2. Operational Procedures

Students will understand the necessity of operational procedures for child care facilities. They will demonstrate the ability to follow operational procedures, including security; handling of toxic materials; maintenance of materials and equipment; and communication and reporting procedures.

English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Studying Vocabulary in Context
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

3. Emergency and Disaster Procedures

Students will understand the emergency and disaster procedures at the work site. They will demonstrate the ability to follow emergency and disaster procedures as outlined in the site's disaster preparedness plan.

Science: Stability (Physical Science - Reactions and Interactions; Force and Motion)

4. Child Growth and Development

Students will understand children's growth and development in the following developmental areas: physical, intellectual, emotional, and social. They will apply this knowledge in a child care or educational work place by planning and implementing developmentally appropriate activities for children.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Patterns of Change (Life Sciences - Living Things)
Science: Systems and Interactions (Life Sciences - Living Things)

5. Positive Interaction, Guidance, and Discipline

Students will understand the principles of positive interaction, guidance, and discipline and the relationship of these principles to the development of self-control and positive self-concept. They will demonstrate these principles when interacting with infants and children.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Studying Vocabulary in Context
History / Social Science: Elective Courses in History / Social Science - Psychology

6. Developmentally Appropriate Practices

Students will understand how developmentally appropriate activities address the needs of young children. They will plan, organize, carry out, and evaluate activities that are anti-bias. They will stimulate the children's physical, intellectual, social, and emotional growth, using their knowledge of developmentally appropriate practices in a child care or educational work place.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Participation in Specialized Courses
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Communication
Science: Patterns of Change (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)
Science: Scale and Structure (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

7. Nutrition, Health, and Safety Practices

Students will understand the principles and practices of good nutrition, health, and safety for infants and children. They will demonstrate the ability to establish, maintain and promote good nutrition, health, and safety practices for infants and children. They will demonstrate first aid procedures.

English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Energy (Physical Science - Energy: Heat; Energy: Electricity and Magnetism)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

8. Interaction with Families and Communities

Students will understand the principles of interacting with culturally diverse families and communities. They will demonstrate their ability to use interaction skills appropriately and with sensitivity when dealing with the diversity of families. They will identify resources that promote interaction between the child, family, and the community.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
History / Social Science: Cultural Literacy
History / Social Science: Elective Courses in History / Social Science - Sociology
Science: Patterns of Change (Life Sciences - Living Things)

9. Professionalism

Students will understand what constitutes professional behavior, image, and standards. They will explain and apply professionalism according to the National Association for the Education of Young Children (NAEYC) code of ethics (not engaging in any practices that are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging, or physically harmful to children or their families).

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Modeling Effective Speaking and Listening

OCCUPATIONAL SPECIFIC STANDARDS

1. *Child Care and Development Occupations*

a. Classroom Management

Students will understand principles of classroom management. They will assist with daily procedures in the classroom, including the preparation of materials, environment, and use of equipment.

English / Language Arts: Writing Cogent, Clear, and Concise Prose
Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Measurement
Mathematics: Number

b. Developmentally Appropriate Curriculum

Students will understand cognitive learning theories, learning styles of children, and curriculum models. They will apply this knowledge in planning a developmentally appropriate curriculum for infants, preschool, and school age children.

English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Participation in Specialized Courses
History / Social Science: Critical Thinking Skills
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Systems and Interactions (Physical Science - Matter)
(Life Sciences - Living Things; Evolution)

c. Quality Indicators of Facilities

Students will understand the quality indicators of children's programs and facilities. They will use established criteria to evaluate child care programs and facilities.

English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participation in Specialized Courses
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

d. Family Child Care Provider

Students will understand the tasks, responsibilities, and licensing standards of the family child care provider. They will demonstrate the ability to plan, organize, and manage a family child care home.

English / Language Arts: Participation in Specialized Courses
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Algebra
Mathematics: Number
Science: Systems and Interactions (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat; Energy: Electricity and Magnetism; Energy: Light; Energy: Sound)

2. *Teaching Occupations*

a. Instructional Assistance

Students will understand the role of an instructional assistant. They will assist in the preparation of instructional materials and provide instruction to reinforce classroom learning.

English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Improving Oral and Aural Language Abilities
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

b. Supervision

Students will understand the supervision of children. They will assist in the supervision of children in and out of the classroom, including recess, lunch, and field trips.

English / Language Arts: Participating in Oral Communication Activities
History / Social Science: Elective Courses in History / Social Science - Psychology

c. Recreational Activities

Students will understand appropriateness of recreational activities for individuals and groups. They will determine recreational interests and needs, and lead recreational activities for individuals and groups.

English / Language Arts: Participation in Specialized Courses
History / Social Science: Elective Courses in History / Social Science - Sociology
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

d. Clerical Work

Students will understand the clerical work needed in the classroom. They will maintain attendance records, grade papers and tests, record grades, file papers and records, and assist with student portfolios.

Mathematics: Algebra
Mathematics: Number

e. Computers

Students will understand the assistance children need with computers. They will demonstrate, instruct, and support children in the use of computers and software.

English / Language Arts: Learning the Writing Process

CHAPTER 4

Consumer Services Career Path Cluster Model Curriculum Standards

CHAPTER 4

Consumer Services Model Curriculum Standards

Model curriculum standards for the Consumer Services Occupational Cluster ensure that students completing secondary programs are prepared for entry-level employment and advanced education. The standards build upon the competencies developed in Consumer Home Economics Education.

By basing curriculum and assessment on curriculum standards, Consumer Services programs will effectively prepare students with the knowledge, skills, attitudes, and behaviors needed to successfully enter the job market or to transition to postsecondary education programs at a community college, private, technical or trade school, and/or a four-year college and university. Students completing secondary programs will be prepared for entry-level positions while students who completed postsecondary education will be prepared for technical-level or professional-level positions. These standards reflect what representatives of the Consumer Services industry identified as essential for future workers to succeed and be productive on the job.

The standards are intended for use by secondary program instructors plan and establish new programs or to strengthen and expand existing programs. Secondary instructors will also use these standards in working with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication on both levels of education. Further, by implementing these standards at the secondary level, postsecondary programs can prepare students with more advanced skills, thus making the students better equipped to enter the industry.

The standards in this document have been established by an advisory committee composed of representatives of the Consumer Services industry and instructors of secondary and postsecondary Consumer Services programs. The developmental work was completed under the direction of the Home Economics Education Unit, Career-Vocational Education Division, California Department of Education, in cooperation with California State University, Northridge. Once developed, these standards were validated by a task force composed of industry experts and educators.

A resource document, designed to accompany this text, includes suggestions for meaningful, student-centered learning activities that address these standards in an integrated format.

UNDERSTANDING STANDARDS

The model curriculum standards are intended for use in improving and expanding educational programs; to certify students for employment and advanced education/training; and to certify programs in order to ensure they are current and relevant as well as high quality. These standards also will serve as the basis for professional development activities to upgrade the skills of current program instructors and to prepare future program instructors to be effective educators. Model curriculum standards should be used in conjunction with Chapter 1 of this document to design and assess programs.

To ensure the currency and relevance of the standards, an ongoing annual review will be conducted by committees composed of educators and business and industry representatives.

CONSUMER SERVICES STANDARDS ORGANIZATION

The Consumer Services Model Curriculum Standards are organized to ensure that the Consumer Services career cluster program will prepare students to master model curriculum standards in three levels of instruction: the technical core, career path cluster, and career path specialization. The sequence for these three levels is depicted in Chart 4.1.

The Technical Core

The technical core provides a broad knowledge base that is generic to all aspects of working in any of the home economics career path clusters. Two groups of curriculum standards make up the technical core: career preparation standards and home economics related occupations standards. Career preparation standards consist of seven workplace readiness skills required in all jobs. These are:

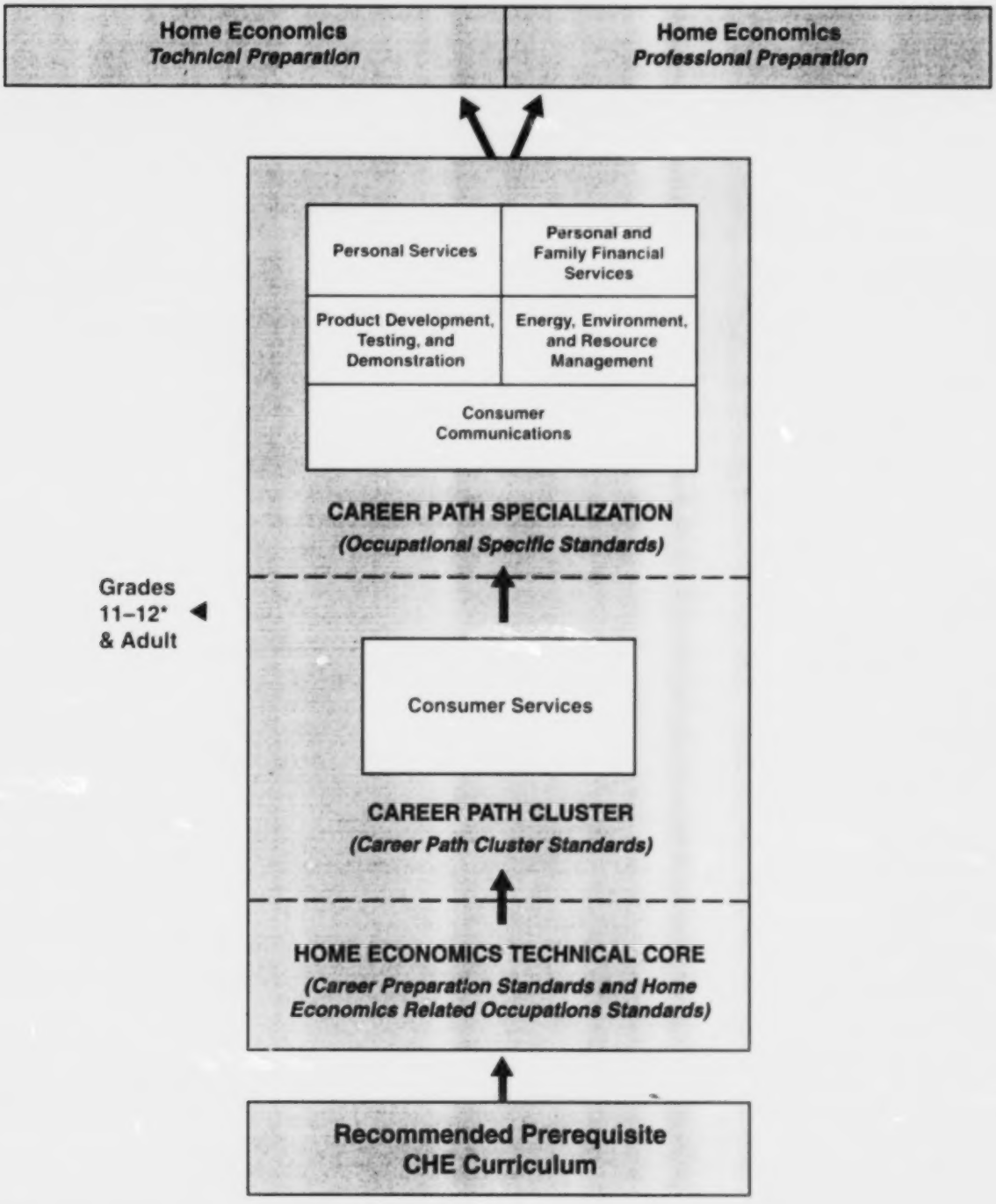
- personal skills
- interpersonal skills
- thinking and problem solving skills
- communication skills
- occupational safety
- employment literacy
- technology literacy

Home economics related occupations standards identify seven workplace competencies common in all home economics related jobs and careers.

- dignity of work
- employer and employee relations
- disability facilitation
- business management
- team building and leadership
- life management
- transferability

Chart 4.1

Home Economics Sequence for Consumer Services



* Taught in High School and ROC/P

Career Path Cluster

The career path cluster standards focus on the knowledge, skills, attitudes, and behaviors needed for all jobs in the Consumer Services career path cluster regardless of specialization. Five standards provide the foundation for students to enter a career path specialization program. Students are prepared with the basic concepts and skills necessary to advance to the next level where they may study in one or more areas of a career path specialization.

Career Path Specialization

The occupational specific standards in the Consumer Services career path cluster refer to groups of skills needed for five broad occupational categories within this career path cluster: consumer communications occupations; energy, environment, and resource management occupations; product development, testing, and demonstration occupations; personal and family financial management occupations; and personal services occupations. The number of occupational specific standards varies according to the area of specialization.

STANDARDS FORMAT

Curriculum standards conform to the format delineated jointly by the Career-Vocational Education Division, California Department of Education, and the Career-Technical Assessment Project (C-TAP) conducted by Far West Laboratory for Research in Education. Standards describe expectations for student achievement, including the knowledge, skills, attitudes, and behaviors required of students. There are two components in each curriculum standard. These two components are written in a two-three sentence format. The first sentence describes what the student will know or understand. The remaining sentence(s) describe(s) what students will be able to do as they apply their knowledge to entry-level employment and advanced education.

Citations crossreferencing each curriculum standard with appropriate academic frameworks are identified below each standard to facilitate interdisciplinary collaboration as well as reinforcement of academic concepts. Refer to Appendix D for excerpts from the academic frameworks.

Consumer Services

CAREER PREPARATION STANDARDS

1. Personal Skills

Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self confidence, honesty, perseverance, and self-discipline. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in an Extensive Reading Program
English / Language Arts: Responding to Core Works
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language

2. Interpersonal Skills

Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Participation Skills
History / Social Science: Civic Values, Rights, and Responsibilities
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / social Science - Sociology

3. Thinking and Problem Solving Skills

Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation, as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate and select from alternative solutions.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
History / Social Science: Critical Thinking Skills
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat)
Science: Stability (Life Sciences - Cells, Genetics, and Evolution)
Science: Systems and Interactions (Life Sciences - Ecosystems)

4. Communications Skills

Students will understand principles of effective communications. They will communicate both orally and in writing. They will listen attentively to instructions and request clarification or additional information as needed.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
History / Social Science: Elective Courses in History / Social Science - Psychology

5. Occupational Safety

Students will understand occupational safety issues including the avoidance of physical hazards in the work environment. They will operate equipment safely so as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Studying Vocabulary in Context
Science: Energy (Physical Science - Sources and Transformations; Energy: Heat; Energy: Electricity and Magnetism; Energy: Light; Energy: Sound)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Ecosystems)

6. Employment Literacy

Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purposes of professional organizations.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Studying Etymology to Increase Vocabulary
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Listening

7. Technology Literacy

Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.

English / Language Arts: Learning the Writing Process
English / Language Arts: Applying High-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Statistics
Mathematics: Statistics and Probability
Science: Energy (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat; Energy: Sound)
Science: Evolution (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

HOME ECONOMICS RELATED OCCUPATIONS STANDARDS

1. Dignity of Work

Students will understand that there is dignity in all work and occupations within the industry. They will explain and interpret the interdependence and importance of all jobs to the success of the organization. They will describe the need for workers at all levels to act and dress appropriately, maintain personal hygiene, and make decisions that contribute to customer satisfaction.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning About Other Disciplines
History / Social Science: Economic Literacy
History / Social Science: Sociopolitical Literacy

2. Employer and Employee Relations

Students will understand the rules and regulations affecting employer and employee rights and responsibilities. They will explain work site policies concerning employer and employee rights and responsibilities, including strategies for handling harassment.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
History / Social Science: Economic Literacy
History / Social Science: Sociopolitical Literacy

3. Disability Facilitation

Students will understand the emotional, physical, legal, and economic aspects of accessibility for the disabled. They will identify potential barriers and make reasonable accommodations for disabled clients.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

4. Business Management

Students will understand the fundamental principles of business management, including the roles and responsibilities of management and employees. They will demonstrate work force management strategies, including shared responsibility, negotiation, planning, processing information, communication, participation, and decision-making. They will demonstrate the ability to develop a basic management and sales or promotional plan.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Participating in Specialized Courses
History / Social Science: Sociopolitical Literacy

5. Team Building and Leadership

Students will understand the teamwork and leadership concepts and skills needed to be successful in work, personal, family, and community life. They will demonstrate teamwork and leadership skills by participating in activities such as Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), including competitive recognition events (CRE) and community service.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections

6. Life Management

Students will understand values and management strategies that assist them in balancing their work, personal, and family life. They will apply effective management strategies in the use of resources for handling the responsibilities of work, personal, and family life.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Statistics and Probability
Mathematics: Number
Mathematics Logic and Language

7. Transferability

Students will understand that the knowledge, skills, attitudes, and behaviors needed for entry-level employment can be transferred to advanced training/education, entrepreneurship, and/or other career fields. They will identify advanced level training/education and entrepreneurial opportunities to meet personal and career goals and recognize how to apply their acquired knowledge, skills, attitudes, and behaviors.

English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda

CAREER PATH CLUSTER STANDARDS

1. Business Hierarchy and Departments

Students will understand the typical business hierarchy, power structure, and various departments within the consumer services industry. They will explain the power structure and interactions among departments, including sales and marketing, accounting, credit, and human resources.They will describe how written and unwritten policies and procedures affect daily operations.

English / Language Arts: Participation in Specialized Courses
History / Social Science: Economic Literacy
Mathematics: Algebra
Mathematics: Number

2. Global Perspectives

Students will understand the significance of global perspectives, current events, and diversity within the consumer services industry. They will identify, compare and contrast global issues and problems that affect consumers, including domestic and foreign issues, diversity issues, and current events.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Sociopolitical Literacy
History / Social Science: Economic Literacy
History / Social Science: World History, Culture, and Geography: The Modern World - Unresolved Problems of the Modern World

3. Consumer Rights and Responsibilities

Students will understand consumer rights and responsibilities. Given the constant changes in consumer laws, they will describe national, state, and local laws and resources related to consumer protection and recommend strategies for consumers in exercising their rights and responsibilities. They will analyze the impact of consumer protection laws on the cost of goods and services.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today

4. Computer Applications

Students will understand the use of computers in all areas of the consumer services industry. They will demonstrate computer application skills necessary in the consumer services industry.

English / Language Arts: Learning the Writing Process

5. Customer Relationships

Students will understand customer relations and the impact on the consumer services industry. They will identify customer needs and wants; identify and develop solutions to customer problems; and provide or suggest services to meet customer satisfaction.

English / Language Arts: Modeling Effective Speaking and Listening
History / Social Science: Elective Courses in History / Social Science - Psychology

OCCUPATIONAL SPECIFIC STANDARDS

1. Consumer Communications Occupations

a. Research

Students will understand investigative research and journalistic writing skills. They will identify and verify sources, demonstrate investigative and interpretative skills, and translate information for consumer understanding through written materials and oral presentations.

English / Language Arts: Participation in Specialized Courses

b. Advertising and Public Relations

Students will understand skills and techniques needed to prepare advertising and public relations materials, as well as the influence of regulations and ethics upon their development. They will prepare videos and materials such as press kits, public service announcements, and fact sheets. They will evaluate the effect of advertising and public relations on consumer behavior.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Statistics
Mathematics: Number

2. *Energy, Environment, and Resource Management Occupations*

a. Energy Efficiency

Students will understand sources of energy and energy efficiency. They will contrast sources and types of energy; explain energy terminology, such as wattage and amperes; describe energy standards; and interpret energy information on labels.

English / Language Arts: Learning the Writing Process
English / Language Arts: Studying Vocabulary in Context
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

b. Waste Management

Students will understand waste management issues. They will identify sources of waste and types of pollution. They will explain residential and commercial waste disposal issues, recycling issues, as well as analyze the costs and benefits of residential and commercial waste reduction methods.

English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Improving Oral and Aural Language Abilities
History / Social Science: Geographic Literacy
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Ecosystems)

c. Consumer Programs

Students will understand consumer programs provided by energy, environment, and resource management businesses. They will compare and contrast consumer programs available in a variety of energy, environment, and resource management businesses, including public safety, consumer rights, consumer information, and redress and arbitration procedures. They will explain the costs/benefits of consumer programs for consumers, communities, and businesses.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Economic Literacy
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today

3. *Product Development, Testing, and Demonstration Occupations*

a. Product Information

Students will understand the procedure to research products for information needed by employers, consumers, and clients. They will compare features, prices, product information, styles, and performance of consumer goods and analyze the relationships between them.

English / Language Arts: Learning the Writing Process
English / Language Arts: Participation in Specialized Courses
Mathematics: Number

b. Testing Procedures

Students will understand basic testing procedures. They will use correct terminology, follow standard testing procedures, and analyze and interpret data results.

Mathematics: Statistics
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

c. Labels

Students will understand the labeling of consumer goods. They will prepare information for product labels and care instructions on food, clothing, and durable goods.

History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Number

d. Demonstration Techniques

Students will understand the principles of effective demonstrations. They will plan, conduct, and evaluate demonstrations to educate audiences and promote a variety of products and concepts. They will demonstrate management strategies, public speaking skills, and effective demonstration techniques when presenting demonstrations.

English / Language Arts: Learning the Writing Process
English / Language Arts: Participating in Oral Communications Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Improving Oral and Aural Language Abilities
Mathematics: Number

4. *Personal and Family Financial Management Occupations*

a. Economics and Personal Finance

Students will understand the impact of our economic system on personal income, individual and family security, and consumer decisions. They will create financial plans for clients that reflect the distinction between needs and wants, values, goals, and economic situations.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
History / Social Science: Economic Literacy
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics

b. Consumer Credit

Students will understand how consumer credit is established and managed. They will prepare and present information to clients related to credit terminology, establishment of credit ratings, sources and costs of credit, solutions to financial problems, legal implications, and tactics of bill collectors. They will assist a client in the evaluation of their credit and the resolution of credit problems.

English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Participation in Specialized Courses
History / Social Science: Economic Literacy
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra

5. *Personal Services Occupations*

a. Product and Merchandise Selection

Students will understand the procedures to compare, demonstrate, assist, and advise consumers in the selection of merchandise and products. They will compare features, prices, product information and styles, and demonstrate the performance and use of consumer goods.

English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Participation in Specialized Courses
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

b. Selection of Services

Students will understand the procedure to assist and advise clients in the selection of services. They will identify criteria and resources; coordinate and review estimates; and present recommendations to clients.

English / Language Arts: Participation in Specialized Courses
Mathematics: Number

CHAPTER 5

Family and Human Services Career Path Cluster Model Curriculum Standards

CHAPTER 5

Family and Human Services Model Curriculum Standards

Model curriculum standards for the Family and Human Services Occupational Cluster ensure that students completing secondary programs are prepared for entry-level employment and advanced education. The standards build upon the competencies developed in Consumer Home Economics Education.

By basing curriculum and assessment on curriculum standards, Family and Human Services programs will effectively prepare students with the knowledge, skills, attitudes, and behaviors needed to successfully enter the job market or to transition to postsecondary education programs at a community college, private, technical or trade school, and/or a four-year college and university. Students completing secondary programs will be prepared for entry-level positions while students who completed postsecondary education will be prepared for technical-level or professional-level positions. These standards reflect what representatives of the Family and Human Services industry identified as essential for future workers to succeed and be productive on the job.

The standards are intended for use by secondary program instructors to plan and establish new programs or to strengthen and expand existing programs. Secondary instructors will also use these standards in working with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication on both levels of education. Further, by implementing these standards at the secondary level, postsecondary programs can prepare students with more advanced skills, thus making the students better equipped to enter the industry.

The standards in this document have been established by an advisory committee composed of representatives of the Family and Human Services industry and instructors of secondary and postsecondary Family and Human Services programs. The developmental work was completed under the direction of the Home Economics Education Unit, Career-Vocational Education Division, California Department of Education, in cooperation with California State University, Northridge. Once developed, these standards were validated by a task force composed of industry experts and educators.

A resource document, designed to accompany this text, includes suggestions for meaningful, student-centered learning activities that address these standards in an integrated format.

UNDERSTANDING STANDARDS

The model curriculum standards are intended for use in improving and expanding educational programs; to certify students for employment and advanced education/training; and to certify programs in order to ensure they are current and relevant as well as high quality. These standards also will serve as the basis for professional development activities to upgrade the skills of current program instructors and to prepare future program instructors to be effective educators. Model curriculum standards should be used in conjunction with Chapter 1 of this document to design and assess programs.

To ensure the currency and relevance of the standards, an ongoing annual review will be conducted by committees composed of educators and business and industry representatives.

FAMILY AND HUMAN SERVICES STANDARDS ORGANIZATION

The Family and Human Services Model Curriculum Standards are organized to ensure that the Family and Human Services career cluster program will prepare students to master model curriculum standards in three levels of instruction: the technical core, career path cluster, and career path specialization. The sequence for these three levels is depicted in Chart 5.1.

The Technical Core

The technical core provides a broad knowledge base that is generic to all aspects of working in any of the home economics career path clusters. Two groups of curriculum standards make up the technical core: career preparation standards and home economics related occupations standards. Career preparation standards consist of seven workplace readiness skills required in all jobs. These are:

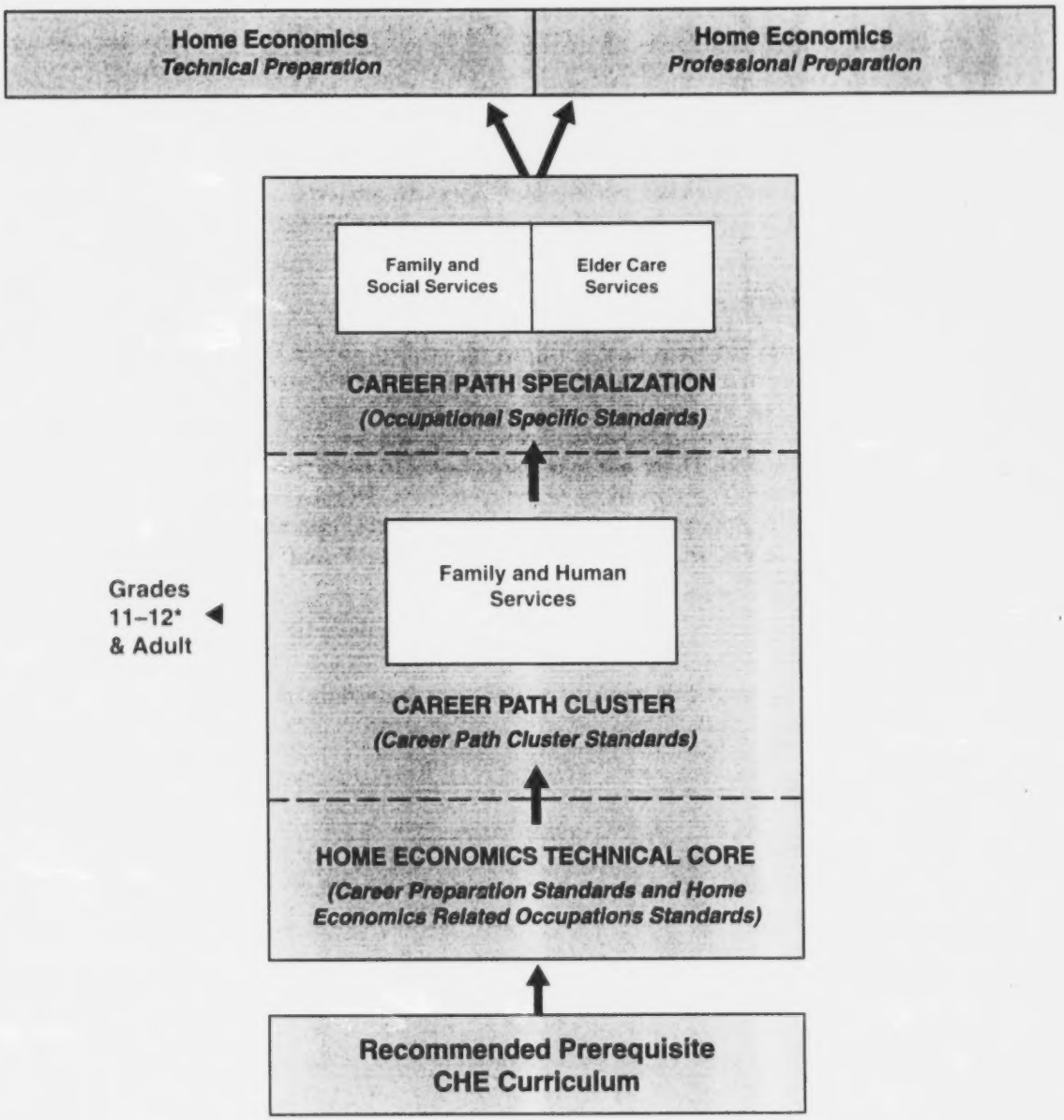
- personal skills
- interpersonal skills
- thinking and problem solving skills
- communication skills
- occupational safety
- employment literacy
- technology literacy

Home economics related occupations standards identify seven workplace competencies common in all home economics related jobs and careers.

- dignity of work
- employer and employee relations
- disability facilitation
- business management
- team building and leadership
- life management
- transferability

Chart 5.1

Home Economics Sequence for Family and Human Services



* Taught in High School and ROC/P

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The Career Path Cluster

The career path cluster standards focus on the knowledge, skills, attitudes, and behaviors needed for all jobs in the Family and Human Services career path cluster regardless of specialization. Eight standards provide the foundation for students to enter a career path specialization program. Students are prepared with the basic concepts and skills necessary to advance to the next level where they may study in one or more areas of a career path specialization.

Career Path Specialization

The occupational specific standards in the Family and Human Services career path cluster refer to groups of skills needed for two broad occupational categories within this career path cluster: family and social services occupations and elder care services occupations. The number of occupational specific standards varies according to the area of specialization.

STANDARDS FORMAT

Curriculum standards conform to the format delineated jointly by the Career-Vocational Education Division, California Department of Education, and the Career-Technical Assessment Project (C-TAP) conducted by Far West Laboratory for Research in Education. Standards describe expectations for student achievement, including the knowledge, skills, attitudes, and behaviors required of students. There are two components in each curriculum standard. These two components are written in a two-three sentence format. The first sentence describes what the student will know or understand. The remaining sentence(s) describe(s) what students will be able to do as they apply their knowledge to entry-level employment and advanced education.

Citations crossreferencing each curriculum standard with appropriate academic frameworks are identified below each standard to facilitate interdisciplinary collaboration as well as reinforcement of academic concepts. Refer to Appendix D for excerpts from the academic frameworks.

Family and Human Services

CAREER PREPARATION STANDARDS

1. Personal Skills

Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self confidence, honesty, perseverance, and self-discipline. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in an Extensive Reading Program
English / Language Arts: Responding to Core Works
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language

2. Interpersonal Skills

Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Participation Skills
History / Social Science: Civic Values, Rights, and Responsibilities
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology

3. Thinking and Problem Solving Skills

Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation, as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate and select from alternative solutions.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
History / Social Science: Critical Thinking Skills
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat)
Science: Stability (Life Sciences - Cells, Genetics, and Evolution)
Science: Systems and Interactions (Life Sciences - Ecosystems)

4. Communications Skills

Students will understand principles of effective communications. They will communicate both orally and in writing. They will listen attentively to instructions and request clarification or additional information as needed.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effectiva Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
History / Social Science: Elective Courses in History / Social Science - Psychology

5. Occupational Safety

Students will understand occupational safety issues including the avoidance of physical hazards in the work environment. They will operate equipment safely so as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Studying Vocabulary in Context
Science: Energy (Physical Science - Sources and Transformations; Energy: Heat; Energy: Electricity and Magnetism; Energy: Light; Energy: Sound)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Ecosystems)

6. Employment Literacy

Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purposes of professional organizations.

English / Language Arts: Developing Ethical, Aesthetic, and cultural Values
English / Language Arts: Confronting Major social and Political Issues
English / Language Arts: Writing Cogent, clear, and Concise Prose
English / Language Arts: Developing voice and Style
English / Language Arts: Studying conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Studying Etymology to Increase Vocabulary
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Listening

7. Technology Literacy

Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.

English / Language Arts: Learning the Writing Process
English / Language Arts: Applying High-Level Thinking in Detecting Propaganda
English / Language Arts: Studying vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / social Science - Sociology
Mathematics: Statistics
Mathematics: Statistics and Probability
Science: Energy (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat; Energy: Sound)
Science: Evolution (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

HOME ECONOMICS RELATED OCCUPATIONS STANDARDS

1. Dignity of Work

Students will understand that there is dignity in all work and occupations within the industry. They will explain and interpret the interdependence and importance of all jobs to the success of the organization. They will describe the need for workers at all levels to act and dress appropriately, maintain personal hygiene, and make decisions that contribute to customer satisfaction.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning About Other Disciplines
History / Social Science: Economic Literacy
History / Social Science: Sociopolitical Literacy

2. Employer and Employee Relations

Students will understand the rules and regulations affecting employer and employee rights and responsibilities. They will explain work site policies concerning employer and employee rights and responsibilities, including strategies for handling harassment.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
History / Social Science: Economic Literacy
History / Social Science: Sociopolitical Literacy

3. Disability Facilitation

Students will understand the emotional, physical, legal, and economic aspects of accessibility for the disabled. They will identify potential barriers and make reasonable accommodations for disabled clients.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

4. Business Management

Students will understand the fundamental principles of business management, including the roles and responsibilities of management and employees. They will demonstrate work force management strategies, including shared responsibility, negotiation, planning, processing information, communication, participation, and decision-making. They will demonstrate the ability to develop a basic management and sales or promotional plan.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Participating in Specialized Courses
History / Social Science: Sociopolitical Literacy

5. Team Building and Leadership

Students will understand the teamwork and leadership concepts and skills needed to be successful in work, personal, family, and community life. They will demonstrate teamwork and leadership skills by participating in activities such as Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), including competitive recognition events (CRE) and community service.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections

6. Life Management

Students will understand values and management strategies that assist them in balancing their work, personal, and family life. They will apply effective management strategies in the use of resources for handling the responsibilities of work, personal, and family life.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Statistics and Probability
Mathematics: Number
Mathematics Logic and Language

7. Transferability

Students will understand that the knowledge, skills, attitudes, and behaviors needed for entry-level employment can be transferred to advanced training/education, entrepreneurship, and/or other career fields. They will identify advanced level training/education and entrepreneurial opportunities to meet personal and career goals and recognize how to apply their acquired knowledge, skills, attitudes, and behaviors.

English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda

CAREER PATH CLUSTER STANDARDS

1. Professional Standards

Students will understand what constitutes professional behavior, image, and standards. They will explain and apply the work site's code of ethics and professionalism including integrity, confidentiality, and respect.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Modeling Effective Speaking and Listening
History / Social Science: Elective Courses in History / Social Science - Sociology

2. Laws and Regulations

Students will understand licensing laws and regulations that affect providers of services and their clients. They will demonstrate the ability to comply with laws and regulations affecting the needs, interests, and rights of young children, adolescents, the elderly, and special needs individuals.

English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Science: Patterns of Change (Physical Science - Reactions and Interactions)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

3. Health and Safety

Students will understand basic principles of nutrition, health, safety, and first aid. They will demonstrate the ability to establish, maintain, and promote good nutrition, health, and safety habits for all ages. They will demonstrate safe work habits and the ability to perform basic first aid and cardiopulmonary resuscitation (CPR).

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Studying Vocabulary in Context
Mathematics: Mathematics as Problem Solving
Mathematics: Algebra
Science: Patterns of Change (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

4. Human Developmental Needs

Students will understand the stages of human development throughout the life span and the related needs of individuals and families. They will compare the developmental stages; assess the needs, problems, and adjustments of individuals and families; and identify behaviors and resources that foster their well-being.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Science: Energy (Physical Science - Reactions and Interactions)
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution)
Science: Systems and Interactions (Life Sciences - Living Things)

5. Consumer Assistance

Students will understand how to help individuals and families in making consumer decisions. They will assist individuals and families in identifying resources, shopping, banking, record keeping, and other consumer services. They will inform individuals and families of their consumer rights and responsibilities and locate resources for consumer assistance.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Participating in Oral Communication Activities
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics

6. Daily Living Needs

Students will understand the daily living needs of individuals and families. They will demonstrate the ability to assist with activities of daily living, including hygiene, grooming, and clothing.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Participating in Oral Communication Activities
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things; Cells, Genetics, and Evolution)

7. Home Management

Students will understand principles of efficient and economical home management. They will demonstrate skills necessary to maintain a clean, safe, and orderly home environment. They will plan and prepare meals for individuals and families.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
Mathematics: Number
Science: Energy (Physical Science - Reactions and Interactions)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

8. Interaction with Families and Communities

Students will understand the principles of interacting with culturally diverse families and communities. They will demonstrate their ability to use interaction skills appropriately and with sensitivity when dealing with the diversity of families. They will identify resources that promote interaction between the child, family, and the community.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Reading Core Works in Depth
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Cultural Literacy
History / Social Science: Elective Courses in History / Social Science - Sociology
Science: Patterns of Change (Life Sciences - Living Things)

OCCUPATIONAL SPECIFIC STANDARDS

1. *Family and Social Services Occupations*

a. Positive Guidance and Discipline

Students will understand the principles of positive guidance and direction and how these principles are related to the development of self-control and positive self-concept. They will apply these principles when assisting individuals and families.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Experiencing a Variety of Literary Genres
English / Language Arts: Learning About Other Disciplines
English / Language Arts: Responding to the Core Works
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Patterns of Change (Life Sciences - Living Things)

b. Social Involvement

Students will understand the importance of social involvement for individuals and families. They will plan and conduct social, recreational, and educational activities appropriate to the physical, psychological, cultural, and socioeconomic needs of individuals and families.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Number
Science: Patterns of Change (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)
Science: Scale and Structure (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

c. Common Problems of Families

Students will understand characteristics of common problems of individuals and families. They will demonstrate an awareness of common conditions such as depression, isolation, and stress. They will employ sensitive responses to these conditions.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Science: Patterns of Change (Life Sciences - Living Things)
Science: Systems and Interactions (Life Sciences - Living Things)

2. *Elder Care Services Occupations*

a. Social Involvement

Students will understand the importance of social involvement for the elderly. They will plan and conduct social, recreational, and educational activities appropriate to the psychological, cultural, physical, and socioeconomic needs of elderly individuals and their families.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Science: Patterns of Change (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)
Science: Scale and Structure (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

b. Common Problems of the Elderly

The student will understand characteristics of problems of the elderly. They will demonstrate an awareness of common conditions such as depression, confusion, and isolation. They will apply sensitive responses to these conditions.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Science: Patterns of Change (Life Sciences - Living Things)
Science: Systems and Interactions (Life Sciences - Living Things)

CHAPTER 6

Fashion Design, Manufacturing, and Merchandising Career Path Cluster Model Curriculum Standards

CHAPTER 6

Fashion Design, Manufacturing, and Merchandising Model Curriculum Standards

Model curriculum standards for the Fashion Design, Manufacturing, and Merchandising Occupational Cluster ensure that students completing secondary programs are prepared for entry-level employment and advanced education. The standards build upon the competencies developed in Consumer Home Economics Education.

By basing curriculum and assessment on curriculum standards, Fashion Design, Manufacturing, and Merchandising programs will effectively prepare students with the knowledge, skills, attitudes, and behaviors needed to successfully enter the job market or to transition to postsecondary education programs at a community college, private, technical or trade school, and/or a four-year college and university. Students completing secondary programs will be prepared for entry-level positions while students who completed postsecondary education will be prepared for technical-level or professional-level positions. These standards reflect what representatives of the Fashion Design, Manufacturing, and Merchandising industry identified as essential for future workers to succeed and be productive on the job.

The standards are intended for use by secondary program instructors to plan and establish new programs or to strengthen and expand existing programs. Secondary instructors will also use these standards in working with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication on both levels of education. Further, by implementing these standards at the secondary level, postsecondary programs can prepare students with more advanced skills, thus making the students better equipped to enter the industry.

The standards in this document have been established by an advisory committee composed of representatives of the Fashion Design, Manufacturing, and Merchandising industry and instructors of secondary and postsecondary Fashion Design, Manufacturing, and Merchandising programs. The developmental work was completed under the direction of the Home Economics Education Unit, Career-Vocational Education Division, California Department of Education, in cooperation with California State University, Northridge. Once

developed, these standards were validated by a task force composed of industry experts and educators.

A resource document, designed to accompany this text, includes suggestions for meaningful, student-centered learning activities that address these standards in an integrated format.

UNDERSTANDING STANDARDS

The model curriculum standards are intended for use in improving and expanding educational programs; to certify students for employment and advanced education/training; and to certify programs in order to ensure they are current and relevant as well as high quality. These standards also will serve as the basis for professional development activities to upgrade the skills of current program instructors and to prepare future program instructors to be effective educators. Model curriculum standards should be used in conjunction with Chapter 1 of this document to design and assess programs.

To ensure the currency and relevance of the standards, an ongoing annual review will be conducted by committees composed of educators and business and industry representatives.

FASHION DESIGN, MANUFACTURING, AND MERCHANDISING STANDARDS ORGANIZATION

The Fashion Design, Manufacturing, and Merchandising Model Curriculum Standards are organized to ensure that the Fashion Design, Manufacturing, and Merchandising career cluster program will prepare students to master model curriculum standards in three levels of instruction: the technical core, career path cluster, and career path specialization. The sequence for these three levels is depicted in Chart 6.1.

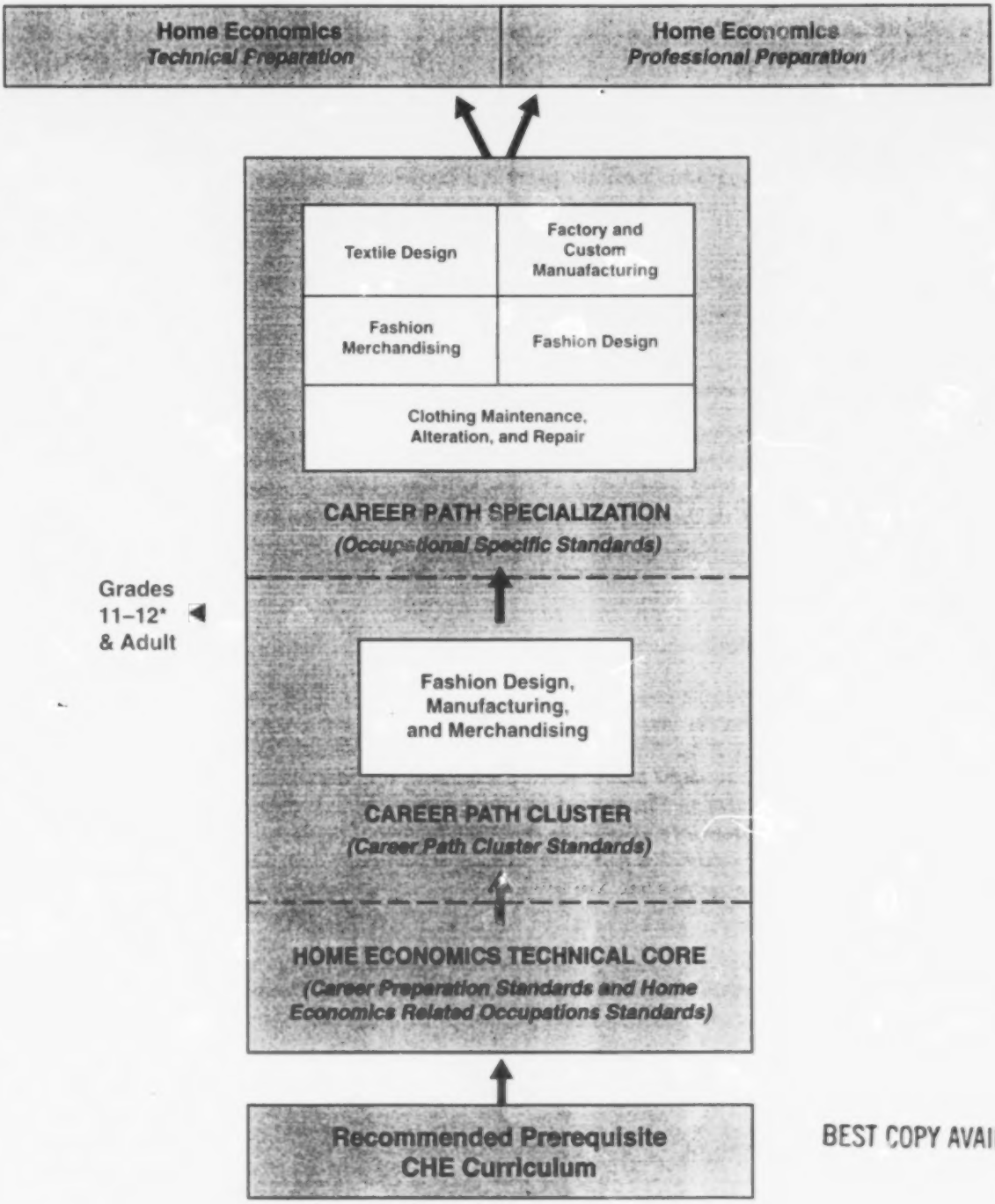
The Technical Core

The technical core provides a broad knowledge base that is generic to all aspects of working in any of the home economics career path clusters. Two groups of curriculum standards make up the technical core: career preparation standards and home economics related occupations standards. Career preparation standards consist of seven workplace readiness skills required in all jobs. These are:

- personal skills
- interpersonal skills
- thinking and problem solving skills
- communication skills
- occupational safety
- employment literacy
- technology literacy

Chart 6.1

Home Economics Sequence for Fashion Design, Manufacturing, and Merchandising



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Home economics related occupations standards identify seven workplace competencies common in all home economics related jobs and careers.

- dignity of work
- employer and employee relations
- disability facilitation
- business management
- team building and leadership
- life management
- transferability

Career Path Cluster

The career path cluster standards focus on the knowledge, skills, attitudes, and behaviors needed for all jobs in the Home Economics Sequence for Fashion Design, Manufacturing, and Merchandising career path cluster regardless of specialization. Seven standards provide the foundation for students to enter a career path specialization program. Students are prepared with the basic concepts and skills necessary to advance to the next level where they may study in one or more areas of a career path specialization.

Career Path Specialization

The occupational specific standards in the Fashion Design, Manufacturing, and Merchandising career path cluster refer to groups of skills needed for five broad occupational categories within this career path cluster: clothing maintenance, alteration, alteration, and repair occupations; fashion design occupations; fashion merchandising occupations; factory and custom manufacturing occupations; and textile design occupations. The number of occupational specific standards varies according to the area of specialization.

STANDARDS FORMAT

Curriculum standards conform to the format delineated jointly by the Career-Vocational Education Division, California Department of Education, and the Career-Technical Assessment Project (C-TAP) conducted by Far West Laboratory for Research in Education. Standards describe expectations for student achievement, including the knowledge, skills, attitudes, and behaviors required of students. There are two components in each curriculum standard. These two components are written in a two-three sentence format. The first sentence describes what the student will know or understand. The remaining sentence(s) describe(s) what students will be able to do as they apply their knowledge to entry-level employment and advanced education.

Citations crossreferencing each curriculum standard with appropriate academic frameworks are identified below each standard to facilitate interdisciplinary collaboration as well as reinforcement of academic concepts. Refer to Appendix D for excerpts from the academic frameworks.

Fashion Design, Manufacturing, and Merchandising

CAREER PREPARATION STANDARDS

1. Personal Skills

Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self confidence, honesty, perseverance, and self-discipline. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in an Extensive Reading Program
English / Language Arts: Responding to Core Works
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language

2. Interpersonal Skills

Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Participation Skills
History / Social Science: Civic Values, Rights, and Responsibilities
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology

3. Thinking and Problem Solving Skills

Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation, as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate and select from alternative solutions.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
History / Social Science: Critical Thinking Skills
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat)
Science: Stability (Life Sciences - Cells, Genetics, and Evolution)
Science: Systems and Interactions (Life Sciences - Ecosystems)

4. Communications Skills

Students will understand principles of effective communications. They will communicate both orally and in writing. They will listen attentively to instructions and request clarification or additional information as needed.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
History / Social Science: Elective Courses in History / Social Science - Psychology

5. Occupational Safety

Students will understand occupational safety issues including the avoidance of physical hazards in the work environment. They will operate equipment safely so as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
Science: Energy (Physical Science - Sources and Transformations; Energy: Heat; Energy: Electricity and Magnetism; Energy: Light; Energy: Sound)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Ecosystems)

6. Employment Literacy

Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purposes of professional organizations.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Studying Etymology to Increase Vocabulary
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Listening

7. Technology Literacy

Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.

English / Language Arts: Learning the Writing Process
English / Language Arts: Applying High-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Statistics
Mathematics: Statistics and Probability
Science: Energy (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat; Energy: Sound)
Science: Evolution (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

HOME ECONOMICS RELATED OCCUPATIONS STANDARDS

1. Dignity of Work

Students will understand that there is dignity in all work and occupations within the industry. They will explain and interpret the interdependence and importance of all jobs to the success of the organization. They will describe the need for workers at all levels to act and dress appropriately, maintain personal hygiene, and make decisions that contribute to customer satisfaction.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning About Other Disciplines
History / Social Science: Economic Literacy
History / Social Science: Sociopolitical Literacy

2. Employer and Employee Relations

Students will understand the rules and regulations affecting employer and employee rights and responsibilities. They will explain work site policies concerning employer and employee rights and responsibilities, including strategies for handling harassment.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
History / Social Science: Economic Literacy
History / Social Science: Sociopolitical Literacy

3. Disability Facilitation

Students will understand the emotional, physical, legal, and economic aspects of accessibility for the disabled. They will identify potential barriers and make reasonable accommodations for disabled clients.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

4. Business Management

Students will understand the fundamental principles of business management, including the roles and responsibilities of management and employees. They will demonstrate work force management strategies, including shared responsibility, negotiation, planning, processing information, communication, participation, and decision-making. They will demonstrate the ability to develop a basic management and sales or promotional plan.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Participating in Specialized Courses
History / Social Science: Sociopolitical Literacy

5. Team Building and Leadership

Students will understand the teamwork and leadership concepts and skills needed to be successful in work, personal, family, and community life. They will demonstrate teamwork and leadership skills by participating in activities such as Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), including competitive recognition events (CRE) and community service.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections

6. Life Management

Students will understand values and management strategies that assist them in balancing their work, personal, and family life. They will apply effective management strategies in the use of resources for handling the responsibilities of work, personal, and family life.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Statistics and Probability
Mathematics: Number
Mathematics Logic and Language

7. Transferability

Students will understand that the knowledge, skills, attitudes, and behaviors needed for entry-level employment can be transferred to advanced training/education, entrepreneurship, and/or other career fields. They will identify advanced level training/education and entrepreneurial opportunities to meet personal and career goals and recognize how to apply their acquired knowledge, skills, attitudes, and behaviors.

English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda

CAREER PATH CLUSTER STANDARDS

1. Operational Procedures

Students will understand the operational procedures commonly performed in the fashion design, manufacturing, and merchandising industry. They will perform tasks related to the use and care of equipment; quality control; inventory control and loss prevention; and shipping, receiving, billing, and payment.

English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Participation in Specialized Courses
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

2. Textiles and Textile Products

Students will understand the characteristics and maintenance of textiles and textile products. They will identify, compare, and analyze fibers, fabrics, and finishes and recommend appropriate care and production techniques.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution)

3. Design Elements and Principles

Students will understand the elements and principles of design. They will apply the elements and principles of design as they relate to fashion design, manufacturing, and merchandising careers.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
Mathematics: Mathematics as Problem Solving
Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Geometry From an Algebraic Perspective
Mathematics: Statistics
Mathematics: Probability
Science: Scale and Structure (Life Sciences - Living Things)

4. Merchandising and Fashion Forecasting

Students will understand merchandising and forecasting as used in the fashion design, manufacturing, and merchandising industry. They will explain functions of merchandising and demonstrate the ability to identify fashion trends.

English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Improving Oral and Aural Language Abilities
History / Social Science: Geographical Literacy
History / Social Science: Economic Literacy
Mathematics: Probability

5. Garment Construction

Students will understand sewing skills used to manufacture garments. They will construct garments using home or industrial sewing machines and equipment. They will identify ways these skills can be used in a variety of occupations within the fashion design, manufacturing, and merchandising industry.

Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Number
Mathematics: Measurement
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

6. History of Fashion

Students will understand the history of fashion. They will demonstrate knowledge of fashion as influenced by historical events. Students will research historical trends in fashion and their relationship to changing economic, social, and cultural conditions.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
History / Social Science: Geographical Literacy
History / Social Science: Historical Literacy
History / Social Science: United States History and Geography: Continuity and Change in the Twentieth Century - The Jazz Age
History / Social Science: United States History and Geography: Continuity and Change in the Twentieth Century - World War II
Mathematics: Statistics

OCCUPATIONAL SPECIFIC STANDARDS

1. *Clothing Maintenance, Alteration, and Repair Occupations*

a. Garment Alteration and Repair

Students will understand standards for garment fit and how to resolve fitting and repair problems. They will evaluate garment fit, determine alterations needed, and perform steps in altering garments to fit a variety of body types and characteristics. They will identify and complete needed repairs to acceptable standards.

Mathematics: Algebra
Mathematics: Geometry with a Synthetic Perspective
Mathematics: Measurement
Mathematics: Number
Science: Systems and Interactions (Life Sciences - Living Things)

b. Care and Cleaning of Textile Products

Students will understand basic care and cleaning of textile products. They will recommend appropriate care and cleaning of textile products based on evaluation of fiber content, construction, and special cleaning problems. They will demonstrate appropriate stain removal from textile products.

Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

2. *Fashion Design Occupations*

a. Pattern Making for Apparel Design

Students will understand the procedures necessary to produce a pattern for apparel design. They will demonstrate entry-level skills and the use of tools needed for pattern making, draping, making markers, and grading patterns.

Mathematics: Algebra
Mathematics: Geometry with a Synthetic Perspective
Mathematics: Measurement
Mathematics: Number
Science: Scale and Structure (Physical Science - Reactions and Interactions)

b. Developing and Merchandising a Line

Students will understand the procedures commonly performed to develop and merchandise a line. They will demonstrate the ability to develop and merchandise a line by performing the following tasks: select a specific merchandise category; target customer, retailer, and price points for garments; research fashion trend information; select specific trends for target customers; design, fabricate, and sketch the line; construct the paper patterns; prepare garment specification sheets; cut and sew samples; prepare cost sheets; and cost the line.

English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Participating in Specialized Courses
History / Social Science: Economic Literacy
Mathematics: Discrete Mathematics
Mathematics: Number

3. *Fashion Merchandising Occupations*

a. Product Knowledge and Merchandising Techniques

Students will understand marketing and merchandising. They will demonstrate ability to market and merchandise apparel by performing the following tasks: investigate the quality of merchandise, including styling features, construction methods, durability, and quality of fabric and trim; determine the cost of the product, including identifying target market, country of origin, and stores targeted for distribution; and provide customers with relevant product information.

English / Language Arts: Writing Cogent, Clear, and Concise Prose
Mathematics: Statistics
Mathematics: Probability

b. Sales and Service

Students will understand the skills and procedures necessary to assist retail clients in making decisions and purchases. They will demonstrate ability to answer consumer questions, handle consumer complaints, and complete sales transactions.

English / Language Arts: Improving Oral and Aural Language Abilities
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Number

c. Visual Merchandising

Students will understand the procedures necessary to produce and maintain interior and exterior store displays. They will plan and design interior and exterior displays for a variety of sales objectives; select, build, and use props; and select and arrange merchandise.

History / Social Science: Elective Courses in History / Social Science - Psychology

d. Inventory Control and Loss Prevention

Students will understand current laws and work site policies and procedures regarding inventory control and loss prevention. They will demonstrate procedures for maintaining inventory control and loss prevention, including cash and credit transactions. They will investigate security problems associated with inventories, such as poor record keeping, shoplifting, sensor tags, and employee theft; and money-handling transactions, such as employee negligence, employee theft, and robberies.

History / Social Science: Economic Literacy
Mathematics: Number

4. *Factory and Custom Manufacturing Occupations*

a. Garment Construction and Alteration

Students will understand the tasks and the procedures necessary to produce and alter apparel. They will demonstrate the ability to select fabrics, design and construct apparel, fit, alter, inspect, and finish garments.

Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Measurement
Mathematics: Number
Science: Scale and Structure (Physical Science - Reactions and Interactions)

b. Garment Construction Equipment

Students will understand the use and operation of industrial and home sewing machines, computers, and other equipment used to manufacture garments. They will demonstrate the ability to operate and maintain industrial equipment to manufacture garments, including sewing machines and attachments.

Science: Systems and Interactions (Physical Science - Reactions and Interactions)

5. *Textile Design Occupations*

a. Textile Design

Students will understand the skills and procedures necessary to produce woven, knit, or non-woven designs for textiles. They will analyze and explain the skills and tools needed to create and develop textile designs.

Mathematics: Measurement
Mathematics: Number

b. Applied Textile Design

Students will understand the skills and procedures necessary to create and develop designs, including applied prints and finishes. They will demonstrate the use of the skills and tools needed to create and develop applied textile designs.

Mathematics: Measurement
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

CHAPTER 7

Food Science, Dietetics, and Nutrition Career Path Cluster Model Curriculum Standards

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Food Science, Dietetics, and Nutrition Model Curriculum Standards

Model curriculum standards for the Food Science, Dietetics, and Nutrition Occupational Cluster ensure that students completing secondary programs are prepared for entry-level employment and advanced education. The standards build upon the competencies developed in Consumer Home Economics Education.

By basing curriculum and assessment on curriculum standards, Food Science, Dietetics, and Nutrition programs will effectively prepare students with the knowledge, skills, attitudes, and behaviors needed to successfully enter the job market or to transition to postsecondary education programs at a community college, private, technical or trade school, and/or a four-year college and university. Students completing secondary programs will be prepared for entry-level positions while students who completed postsecondary education will be prepared for technical-level or professional-level positions. These standards reflect what representatives of the Food Science, Dietetics, and Nutrition industry identified as essential for future workers to succeed and be productive on the job.

The standards are intended for use by secondary program instructors to plan and establish new programs or to strengthen and expand existing programs. Secondary instructors will also use these standards in working with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication on both levels of education. Further, by implementing these standards at the secondary level, postsecondary programs can prepare students with more advanced skills, thus making the students better equipped to enter the industry.

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To ensure the currency and relevance of the standards, an ongoing annual review will be conducted by committees composed of educators and business and industry representatives.

FOOD SCIENCE, DIETETICS, AND NUTRITION STANDARDS ORGANIZATION

The Food Science, Dietetics, and Nutrition Model Curriculum Standards are organized to ensure that the Food Science, Dietetics, and Nutrition career cluster program will prepare students to master model curriculum standards in three levels of instruction: the technical core, career path cluster, and career path specialization. The sequence for these three levels is depicted in Chart 7.1.

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The technical core provides a broad knowledge base that is generic to all aspects of working in any of the home economics career path clusters. Two groups of curriculum standards make up the technical core: career preparation standards and home economics related occupations standards. Career preparation standards consist of seven workplace readiness skills required in all jobs. These are:

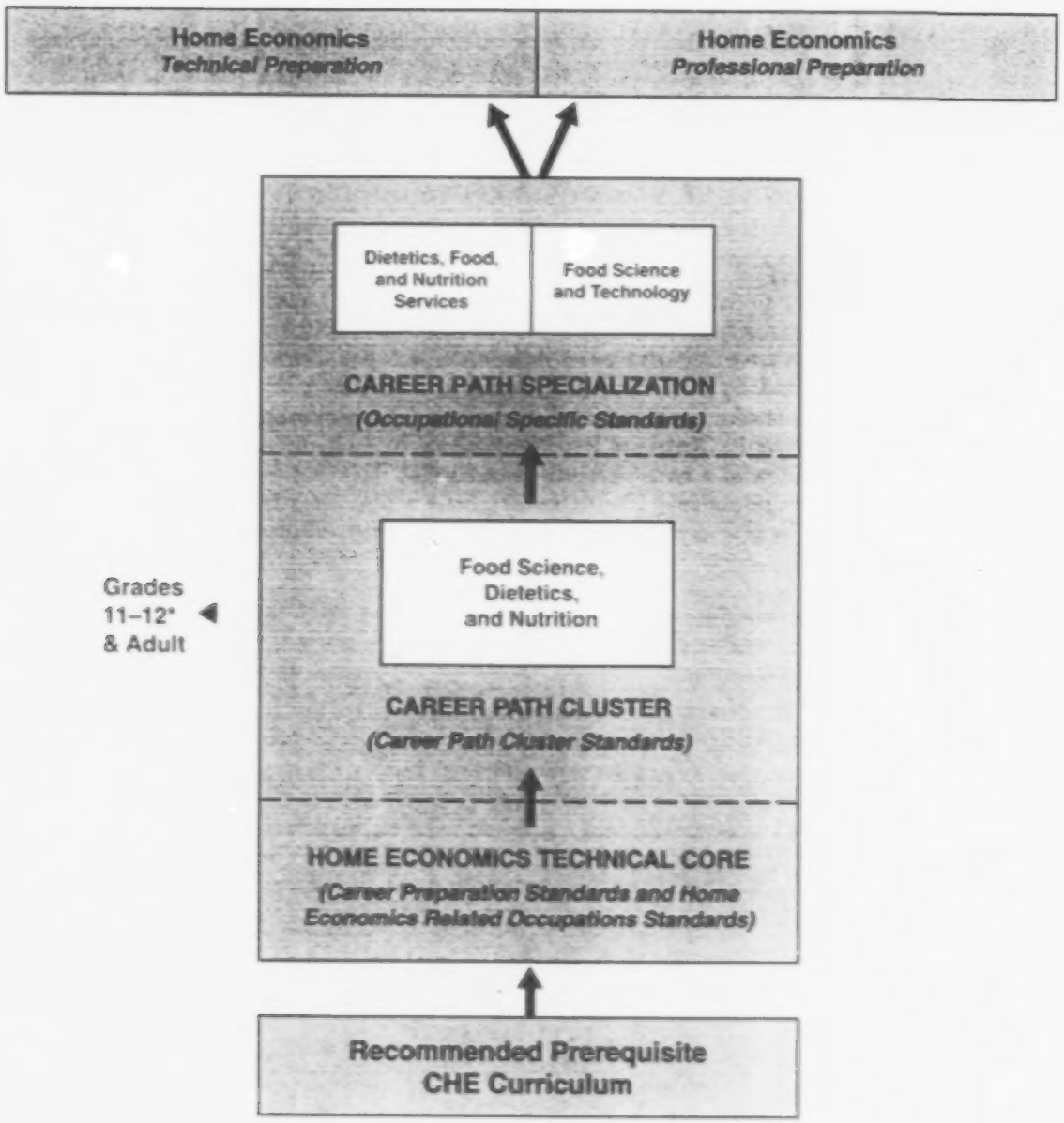
- personal skills
- interpersonal skills
- thinking and problem solving skills
- communication skills
- occupational safety
- employment literacy
- technology literacy

Home economics related occupations curriculum standards identify seven workplace competencies common in all home economics related jobs and careers.

- dignity of work
- employer and employee relations
- disability facilitation
- business management
- team building and leadership
- life management
- transferability

Chart 7.1

Home Economics Sequence for Food Science, Dietetics, and Nutrition



*Taught in High School and ROC/P

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Career Path Cluster

The career path cluster standards focus on the knowledge, skills, attitudes, and behaviors needed for all jobs in the Food Science, Dietetics, and Nutrition career path cluster regardless of specialization. Seven standards provide the foundation for students to enter a career path specialization program. Students are prepared with the basic concepts and skills necessary to advance to the next level where they may study in one or more areas of a career path specialization.

Career Path Specialization

The occupational specific standards in the Food Science, dietetics, and Nutrition career path cluster refer to groups of skills needed for broad occupational categories within this career path cluster: dietetics, food, and nutrition services occupations; and food science and technology occupations. The number of occupational specific standards varies according to the area of specialization.

STANDARDS FORMAT

Curriculum standards conform to the format delineated jointly by the Career-Vocational Education Division, California Department of Education, and the Career-Technical Assessment Project (C-TAP) conducted by Far West Laboratory for Research in Education. Standards describe expectations for student achievement, including the knowledge, skills, attitudes, and behaviors required of students. There are two components in each curriculum standard. These two components are written in a two-three sentence format. The first sentence describes what the student will know or understand. The remaining sentence(s) describe(s) what students will be able to do as they apply their knowledge to entry-level employment and advanced education.

Citations crossreferencing each curriculum standard with appropriate academic frameworks are identified below each standard to facilitate interdisciplinary collaboration as well as reinforcement of academic concepts. Refer to Appendix D for excerpts from the academic frameworks.

Food Science, Dietetics, and Nutrition

CAREER PREPARATION STANDARDS

1. Personal Skills

Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self confidence, honesty, perseverance, and self-discipline. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in an Extensive Reading Program
English / Language Arts: Responding to Core Works
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language

2. Interpersonal Skills

Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Participation Skills
History / Social Science: Civic Values, Rights, and Responsibilities
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology

3. Thinking and Problem Solving Skills

Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation, as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate and select from alternative solutions.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
History / Social Science: Critical Thinking Skills
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat)
Science: Stability (Life Sciences - Cells, Genetics, and Evolution)
Science: Systems and Interactions (Life Sciences - Ecosystems)

4. Communications Skills

Students will understand principles of effective communications. They will communicate both orally and in writing. They will listen attentively to instructions and request clarification or additional information as needed.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
History / Social Science: Elective Courses in History / Social Science - Psychology

5. Occupational Safety

Students will understand occupational safety issues including the avoidance of physical hazards in the work environment. They will operate equipment safely so as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
Science: Energy (Physical Science - Sources and Transformations; Energy: Heat; Energy: Electricity and Magnetism; Energy: Light; Energy: Sound)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Ecosystems)

6. Employment Literacy

Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purposes of professional organizations.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
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English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Listening

7. Technology Literacy

Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.

English / Language Arts: Learning the Writing Process
English / Language Arts: Applying High-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Statistics
Mathematics: Statistics and Probability
Science: Energy (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat; Energy: Sound)
Science: Evolution (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

HOME ECONOMICS RELATED OCCUPATIONS STANDARDS

1. Dignity of Work

Students will understand that there is dignity in all work and occupations within the industry. They will explain and interpret the interdependence and importance of all jobs to the success of the organization. They will describe the need for workers at all levels to act and dress appropriately, maintain personal hygiene, and make decisions that contribute to customer satisfaction.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning About Other Disciplines
History / Social Science: Economic Literacy
History / Social Science: Sociopolitical Literacy

2. Employer and Employee Relations

Students will understand the rules and regulations affecting employer and employee rights and responsibilities. They will explain work site policies concerning employer and employee rights and responsibilities, including strategies for handling harassment.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
History / Social Science: Economic Literacy
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3. Disability Facilitation

Students will understand the emotional, physical, legal, and economic aspects of accessibility for the disabled. They will identify potential barriers and make reasonable accommodations for disabled clients.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

4. Business Management

Students will understand the fundamental principles of business management, including the roles and responsibilities of management and employees. They will demonstrate work force management strategies, including shared responsibility, negotiation, planning, processing information, communication, participation, and decision-making. They will demonstrate the ability to develop a basic management and sales or promotional plan.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Participating in Specialized Courses
History / Social Science: Sociopolitical Literacy

5. Team Building and Leadership

Students will understand the teamwork and leadership concepts and skills needed to be successful in work, personal, family, and community life. They will demonstrate teamwork and leadership skills by participating in activities such as Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), including competitive recognition events (CRE) and community service.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections

6. Life Management

Students will understand values and management strategies that assist them in balancing their work, personal, and family life. They will apply effective management strategies in the use of resources for handling the responsibilities of work, personal, and family life.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Statistics and Probability
Mathematics: Number
Mathematics Logic and Language

7. Transferability

Students will understand that the knowledge, skills, attitudes, and behaviors needed for entry-level employment can be transferred to advanced training/education, entrepreneurship, and/or other career fields. They will identify advanced level training/education and entrepreneurial opportunities to meet personal and career goals and recognize how to apply their acquired knowledge, skills, attitudes, and behaviors.

English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda

CAREER PATH CLUSTER STANDARDS

1. Operational Procedures

Students will understand the operational procedures at the work site. They will follow the rules when handling equipment and maintaining work stations and will demonstrate safe work habits and environmental responsibility.

Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things; Ecosystems)

2. Food Safety and Sanitation

Students will understand food safety and sanitary work habits. They will demonstrate safe work habits pertaining to sanitation and food handling and the proper implementation of food safety regulations.

English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: United States History and Geography: Continuity and Change in the Twentieth Century - The Progressive Era
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things; Cells, Genetics, and Evolution)

3. Nutritional Needs

Students will understand nutritional needs of individuals throughout the life span. They will explain digestion, absorption, and metabolism. They will describe nutrients, their value, and food sources and the nutritional needs of individuals at each stage in the life cycle.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Participation in Specialized Courses
Science: Patterns of Change (Life Sciences - Living Things)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

4. Dietary Needs

Students will understand dietary guidelines and food guides and their use in planning a healthy diet. They will apply the principles from appropriate food guides and dietary guidelines in planning and evaluating food plans of healthy individuals.

English / Language Arts: Participation in Specialized Courses
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

5. Food Preferences and Marketing

Students will understand differences in food preferences. They will explain how culture, religion, economic, social, and psychological factors influence differences in food preferences and food marketing.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participation in Specialized Courses
History / Social Science: Cultural Literacy
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Science: Patterns of Change (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

6. Data and Statistics

Students will understand data and statistical analysis. They will demonstrate a working understanding of statistics as required by the job, including measures of central tendency, variability, sampling error, and measures of significance.

Mathematics: Statistics
Mathematics: Discrete Mathematics

7. Food Preparation

Students will understand the preparation of food. They will follow standard recipes to prepare a variety of food for evaluation in the work place, including set up, lab work, clean up, and presentation for evaluation.

Mathematics: Number
Science: Energy (Physical Science - Matter; Reactions and Interactions)
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution)

OCCUPATIONAL SPECIFIC STANDARDS

1. *Dietetics, Food, and Nutrition Services Occupations*

a. Food and Nutrition Counseling Assistance

Students will understand the role of assisting nutritional counselors. They will greet clients, "actively" listen to their needs, provide encouragement to clients, and maintain files.

English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Improving Oral and Aural Language Abilities
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Energy (Physical Science - Matter; Reactions and Interactions)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution)

2. *Food Science and Technology Occupations*

a. Food Technology Assistance

Students will understand the role of assisting food technologists. They will describe test procedures used in the quality assurance of specific products (e.g., obtaining food samples from a production line for testing); clean, maintain, inventory, and order laboratory supplies; and purchase consumable supplies. They will demonstrate procedures used in consumer evaluations of food products and will assist with set up and clean up in taste testing sessions.

English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Participation in Specialized Courses
Mathematics: Discrete Mathematics
Mathematics: Number

CHAPTER 8

Food Service and Hospitality Career Path Cluster Model Curriculum Standards

CHAPTER 8

Food Service and Hospitality Career Path Cluster Model Curriculum Standards

Model curriculum standards for the Food Service and Hospitality Occupational Cluster ensure that students completing secondary programs are prepared for entry-level employment and advanced education. The standards build upon the competencies developed in Consumer Home Economics Education.

By basing curriculum and assessment on curriculum standards, Food Service and Hospitality programs will effectively prepare students with the knowledge, skills, attitudes, and behaviors needed to successfully enter the job market or to transition to postsecondary education programs at a community college, private, technical or trade school, and/or a four-year college and university. Students completing secondary programs will be prepared for entry-level positions while students who completed postsecondary education will be prepared for technical-level or professional-level positions. These standards reflect what representatives of the Food Service and Hospitality industry identified as essential for future workers to succeed and be productive on the job.

The standards are intended for use by secondary program instructors to plan and establish new programs or to strengthen and expand existing programs. Secondary instructors will also use these standards in working with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication on both levels of education. Further, by implementing these standards at the secondary level, postsecondary programs can prepare students with more advanced skills, thus making the students better equipped to enter the industry.

The standards in this document have been established by an advisory committee composed of representatives of the Food Service and Hospitality industry and instructors of secondary and postsecondary Food Service and Hospitality programs. The developmental work was completed under the direction of the Home Economics Education Unit, Career-Vocational Education Division, California Department of Education, in cooperation with California State University, Northridge. Once developed, these standards were validated by a task force composed of industry experts and educators.

A resource document, designed to accompany this text, includes suggestions for meaningful, student-centered learning activities that address these standards in an integrated format.

UNDERSTANDING STANDARDS

The model curriculum standards are intended for use in improving and expanding educational programs; to certify students for employment and advanced education/training; and to certify programs in order to ensure they are current and relevant as well as high quality. These standards also will serve as the basis for professional development activities to upgrade the skills of current program instructors and to prepare future program instructors to be effective educators. Model curriculum standards should be used in conjunction with Chapter 1 of this document to design and assess programs.

To ensure the currency and relevance of the standards, an ongoing annual review will be conducted by committees composed of educators and business and industry representatives.

FOOD SERVICE AND HOSPITALITY STANDARDS ORGANIZATION

The Food Service and Hospitality Model Curriculum Standards are organized to ensure that the Food Service and Hospitality career cluster program will prepare students to master model curriculum standards in three levels of instruction: the technical core, career path cluster, and career path specialization. The sequence for these three levels is depicted in Chart 8.1.

The Technical Core

The technical core provides a broad knowledge base that is generic to all aspects of working in any of the home economics career path clusters. Two groups of curriculum standards make up the technical core: career preparation standards and home economics related occupations standards. Career preparation standards consist of seven workplace readiness skills required in all jobs. These are:

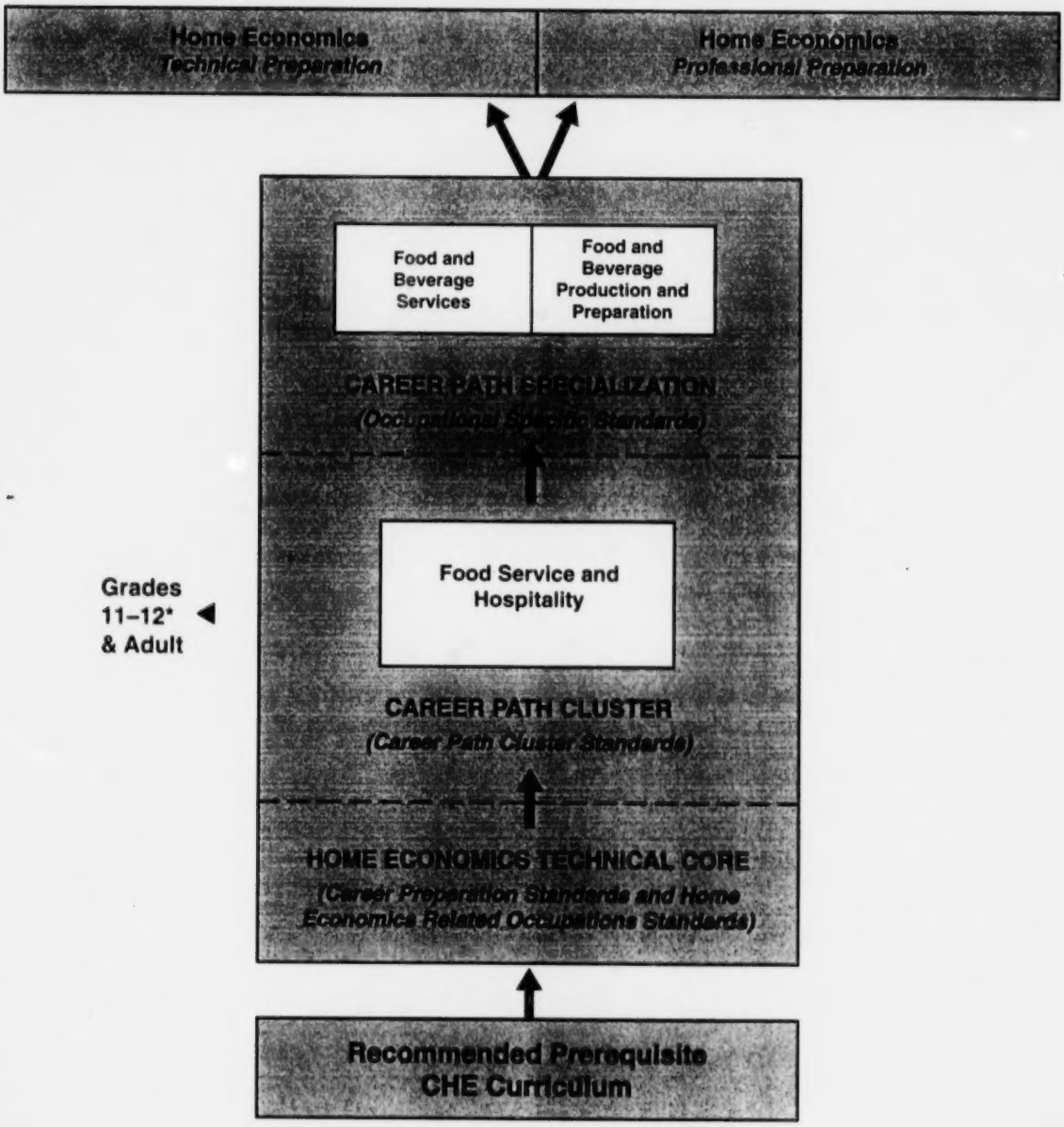
- personal skills
- interpersonal skills
- thinking and problem solving skills
- communication skills
- occupational safety
- employment literacy
- technology literacy

Home economics related occupations standards identify seven workplace competencies common in all home economics related jobs and careers.

- dignity of work
- employer and employee relations
- disability facilitation
- business management
- team building and leadership
- life management
- transferability

Chart 8.1

Home Economics Sequence for Food Service and Hospitality



*Taught in High School and ROC/P

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Career Path Cluster

The career path cluster standards focus on the knowledge, skills, attitudes, and behaviors needed for all jobs in the Food Service and Hospitality career path cluster regardless of specialization. Ten standards provide the foundation for students to enter a career path specialization program. Students are prepared with the basic concepts and skills necessary to advance to the next level where they may study in one or more areas of a career path specialization.

Career Path Specialization

The occupational specific standards in the Food Service and Hospitality career path cluster refer to groups of skills needed for broad occupational categories within this career path cluster: food and beverage services occupations, and food and beverage production and preparation occupations. The number of occupational specific standards varies according to the area of specialization.

STANDARDS FORMAT

Curriculum standards conform to the format delineated jointly by the Career-Vocational Education Division, California Department of Education, and the Career-Technical Assessment Project (C-TAP) conducted by Far West Laboratory for Research in Education. Standards describe expectations for student achievement, including the knowledge, skills, attitudes, and behaviors required of students. There are two components in each curriculum standard. These two components are written in a two-three sentence format. The first sentence describes what the student will know or understand. The remaining sentence(s) describe(s) what students will be able to do as they apply their knowledge to entry-level employment and advanced education.

Citations crossreferencing each curriculum standard with appropriate academic frameworks are identified below each standard to facilitate interdisciplinary collaboration as well as reinforcement of academic concepts. Refer to Appendix D for excerpts from the academic frameworks.

Food Service and Hospitality

CAREER PREPARATION STANDARDS

1. Personal Skills

Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self confidence, honesty, perseverance, and self-discipline. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
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Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language

2. Interpersonal Skills

Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

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History / Social Science: Participation Skills
History / Social Science: Civic Values, Rights, and Responsibilities
History / Social Science: Elective Courses in History / Social Science - Psychology
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Mathematics: Number
Mathematics: Logic and Language
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
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Students will understand occupational safety issues including the avoidance of physical hazards in the work environment. They will operate equipment safely so as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

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Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.

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History / Social Science: Elective Courses in History / social Science - Sociology
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HOME ECONOMICS RELATED OCCUPATIONS STANDARDS

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History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

4. Business Management

Students will understand the fundamental principles of business management, including the roles and responsibilities of management and employees. They will demonstrate work force management strategies, including shared responsibility, negotiation, planning, processing information, communication, participation, and decision-making. They will demonstrate the ability to develop a basic management and sales or promotional plan.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Participating in Specialized Courses
History / Social Science: Sociopolitical Literacy

5. Team Building and Leadership

Students will understand the teamwork and leadership concepts and skills needed to be successful in work, personal, family, and community life. They will demonstrate teamwork and leadership skills by participating in activities such as Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), including competitive recognition events (CRE) and community service.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections

6. Life Management

Students will understand values and management strategies that assist them in balancing their work, personal, and family life. They will apply effective management strategies in the use of resources for handling the responsibilities of work, personal, and family life.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Statistics and Probability
Mathematics: Number
Mathematics Logic and Language

7. Transferability

Students will understand that the knowledge, skills, attitudes, and behaviors needed for entry-level employment can be transferred to advanced training/education, entrepreneurship, and/or other career fields. They will identify advanced level training/education and entrepreneurial opportunities to meet personal and career goals and recognize how to apply their acquired knowledge, skills, attitudes, and behaviors.

English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda

CAREER PATH CLUSTER STANDARDS

1. Food Service and Hospitality Industry Awareness

Students will understand the breadth of the food service and hospitality industry, and its role in the state's economic development. They will describe and defend the importance of food service and hospitality for the state's economic development and will explain the function and role of the various segments of the food service and hospitality industry.

English / Language Arts: Learning the Writing Process
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Participation in Specialized Courses
History / Social Science: Economic Literacy

2. Safety Regulations and Emergency Procedures

Students will understand safe work habits and emergency procedures in food establishments. They will demonstrate knowledge of safe work habits and procedures for handling emergencies according to state and federal regulations.

English / Language Arts: Confronting Major Social and Political Issues
Science: Systems and Interactions (Life Sciences - Living Things)

3. Operational Procedures

Students will understand the operational procedures at the work site. They will follow rules when handling equipment, maintaining work stations, and performing managerial tasks.

Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things; Evolution)

4. Nutrition

Students will understand basic dietary guidelines and how nutritional values are affected by food preparation. They will interpret information on food labels, assess and interpret menus for nutritional value, and evaluate food preparation techniques for their effect on food nutrients.

English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Algebra
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Patterns of Change (Life Sciences - Living Things)
Science: Systems and Interactions (Life Sciences - Living Things)

5. Sanitation and Food Handling

Students will understand sanitation and food handling. They will identify the primary causes of food-borne illnesses and demonstrate practices that inhibit bacterial growth, from storage to customer service, when handling food and maintaining work stations.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Statistics
Mathematics: Discrete Mathematics
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things; Cells, Genetics, and Evolution)

6. Tools, Utensils, Appliances, and Equipment

Students will understand the operational procedures for equipment needed for food production. They will demonstrate the proper use and care of knives and other tools, utensils, appliances, and equipment.

English / Language Arts: Learning the Writing Process
English / Language Arts: Improving Oral and Aural Language Abilities
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

7. Customer Relations

Students will understand factors that contribute to customer satisfaction. They will provide services that contribute to customer satisfaction by anticipating customer needs, such as greeting customers, explaining menu items, and making menu suggestions.

English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Improving Oral and Aural Language Abilities
History / Social Science: Elective Courses in History / Social Science - Psychology

8. Entrepreneurship

Students will understand the concept of establishing and operating a business. They will outline steps needed to establish an entrepreneurial business.

English / Language Arts: Writing Cogent, Clear, and Concise Prose
History / Social Science: Economic Literacy
Mathematics: Algebra
Mathematics: Number

*9. Cost and Profitability Analysis

Students will understand the process and importance of cost analysis and its relationship to profit in the food service and hospitality industry. They will demonstrate how to properly calculate product and operational costs.

History / Social Science: Economic Literacy
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Reasoning
Mathematics: Algebra
Mathematics: Number

**Standard 9 is not appropriate for programs limited to food and beverage service.*

*10. Standardized Recipes and Measurements

Students will understand standardized recipes, recipe conversion, and measurements. They will follow standardized recipes demonstrating appropriate food preparation and measuring techniques (volume, weight, and portion control). They will demonstrate how to increase and decrease standardized recipes, substitute ingredients, and modify cooking techniques.

Mathematics: Algebra
Mathematics: Measurement
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

**Standard 10 is not appropriate for programs limited to food and beverage service.*

OCCUPATIONAL SPECIFIC STANDARDS

1. Food and Beverage Services Occupations

SERVER

a. Side Work and Customer Orders

Students will understand the procedures and skills needed to perform sidework and serve customers. They will perform all necessary sidework. They will take customer orders; anticipate timing and delivery of food; coordinate, assemble, and finish food orders; and serve customers.

English / Language Arts: Improving Oral and Aural Language Abilities

b. Set and Clear Tables

Students will understand procedures for set up and clearing of tables. They will clean, clear, and reset tables; and follow procedures for dispensing dishes and linens, and depositing trash.

c. Cash and Credit Transactions

Students will understand cash and credit transactions with customers. They will demonstrate use of equipment and procedures for cash and credit transactions, prepare daily sales forms, customer counts, and average guest check totals.

History / Social Science: Economic Literacy
Mathematics: Number

2. *Food and Beverage Production and Preparation Occupations*

BAKER

a. Baker

Students will understand basic baking techniques. They will select and use proper equipment, supplies, and procedures required to produce and finish a variety of baked goods, such as, breads, pastries, and desserts.

English / Language Arts: Participation in Specialized Courses
Mathematics: Algebra
Mathematics: Measurement
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

CHEF/COOK

b. Chef/Cook

Students will understand food preparation in institutional and/or professional kitchens. They will select and use the proper equipment, supplies, and procedures required to produce a variety of food products to be served, such as soups, sauces, salads, and entrees.

English / Language Arts: Participation in Specialized Courses
Mathematics: Algebra
Mathematics: Measurement
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

CATERER

c. Caterer

Students will understand the tasks involved in operating a catering business. They will assist in booking, planning, and coordinating catered functions. They will select and use the proper equipment, supplies, and procedures required to produce and/or transport a variety of food products to be served.

English / Language Arts: Participation in Specialized Courses
Mathematics: Algebra
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

CHAPTER 9

Hospitality, Tourism, and Recreation Career Path Cluster Model Curriculum Standards

CHAPTER 9

Hospitality, Tourism, and Recreation Model Curriculum Standards

Model curriculum standards for the Hospitality, Tourism, and Recreation Occupational Cluster ensure that students completing secondary programs are prepared for entry-level employment and advanced education. The standards build upon the competencies developed in Consumer Home Economics Education.

By basing curriculum and assessment on curriculum standards, Hospitality, Tourism, and Recreation programs will effectively prepare students with the knowledge, skills, attitudes, and behaviors needed to successfully enter the job market or to transition to postsecondary education programs at a community college, private, technical or trade school, and/or a four-year college and university. Students completing secondary programs will be prepared for entry-level positions while students who completed postsecondary education will be prepared for technical-level or professional-level positions. These standards reflect what representatives of the Hospitality, Tourism, and Recreation industry identified as essential for future workers to succeed and be productive on the job.

The standards are intended for use by secondary program instructors to plan and establish new programs or to strengthen and expand existing programs. Secondary instructors will also use these standards in working with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication on both levels of education. Further, by implementing these standards at the secondary level, postsecondary programs can prepare students with more advanced skills, thus making the students better equipped to enter the industry.

The standards in this document have been established by an advisory committee composed of representatives of the Hospitality, Tourism, and Recreation industry and instructors of secondary and postsecondary Hospitality, Tourism, and Recreation programs. The developmental work was completed under the direction of the Home Economics Education Unit, Career-Vocational Education Division, California Department of Education, in cooperation with California State University, Northridge. Once developed, these standards were validated by a task force composed of industry experts and educators.

A resource document, designed to accompany this text, includes suggestions for meaningful, student-centered learning activities that address these standards in an integrated format.

UNDERSTANDING STANDARDS

The model curriculum standards are intended for use in improving and expanding educational programs; to certify students for employment and advanced education/training; and to certify programs in order to ensure they are current and relevant as well as high quality. These standards also will serve as the basis for professional development activities to upgrade the skills of current program instructors and to prepare future program instructors to be effective educators. Model curriculum standards should be used in conjunction with Chapter 1 of this document to design and assess programs.

To ensure the currency and relevance of the standards, an ongoing annual review will be conducted by committees composed of educators and business and industry representatives.

HOSPITALITY, TOURISM, AND RECREATION STANDARDS ORGANIZATION

The Hospitality, Tourism, and Recreation Model Curriculum Standards are organized to ensure that the Hospitality, Tourism, and Recreation career cluster program will prepare students to master model curriculum standards in three levels of instruction: the technical core, career path cluster, and career path specialization. The sequence for these three levels is depicted in Chart 9.1.

The Technical Core

The technical core provides a broad knowledge base that is generic to all aspects of working in any of the home economics career path clusters. Two groups of curriculum standards make up the technical core: career preparation standards and home economics related occupations standards. Career preparation standards consist of seven workplace readiness skills required in all jobs. These are:

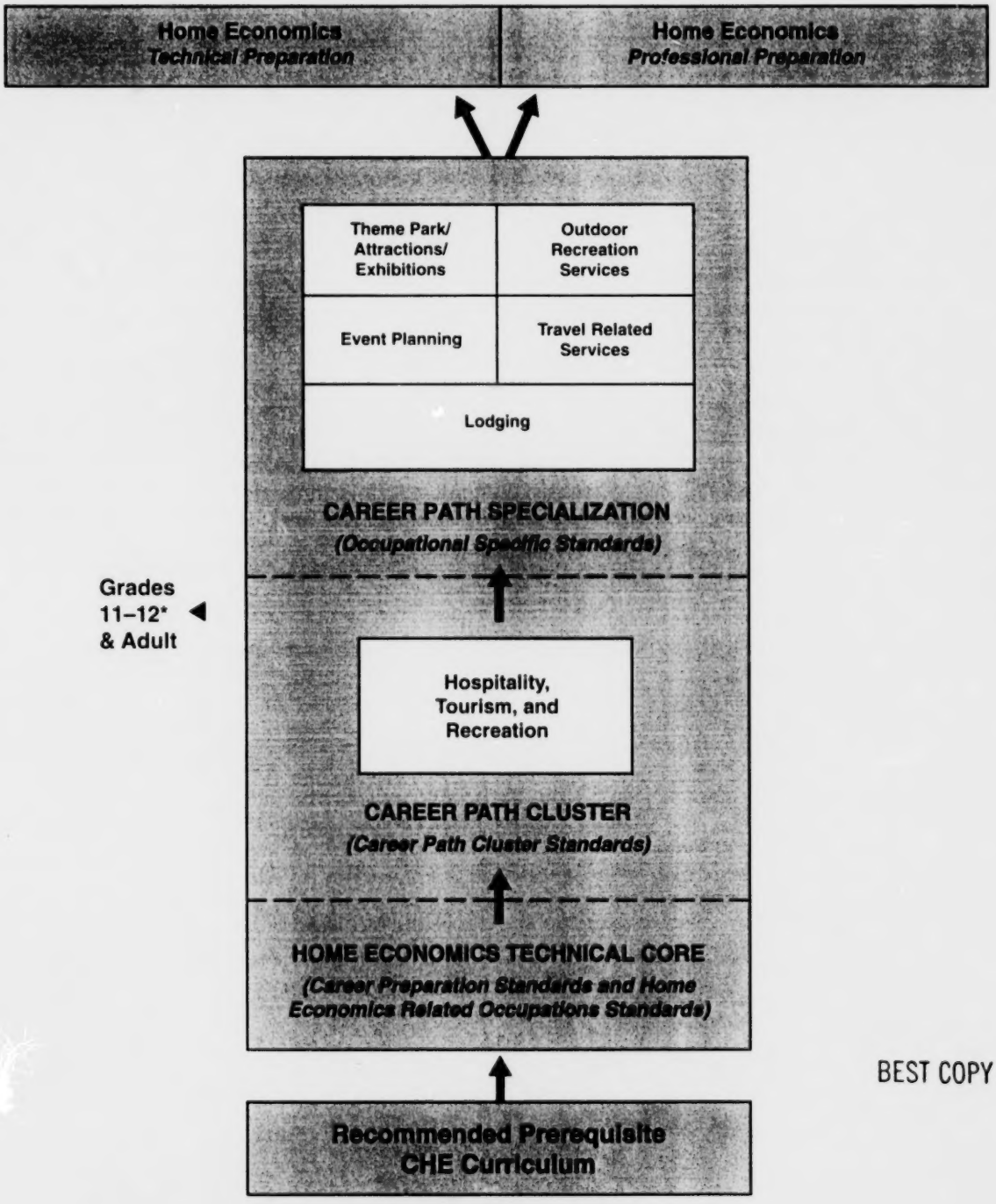
- personal skills
- interpersonal skills
- thinking and problem solving skills
- communication skills
- occupational safety
- employment literacy
- technology literacy

Home economics related occupations curriculum standards identify seven workplace competencies common in all home economics related jobs and careers.

- dignity of work
- employer and employee relations
- disability facilitation
- business management
- team building and leadership
- life management
- transferability

Chart 9.1

Home Economics Sequence for Hospitality, Tourism, and Recreation



*Taught in High School and ROC/P

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Career Path Cluster

The career path cluster standards focus on the knowledge, skills, attitudes, and behaviors needed for all jobs in the Hospitality, Tourism, and Recreation career path cluster regardless of specialization. Five standards provide the foundation for students to enter a career path specialization program. Students are prepared with the basic concepts and skills necessary to advance to the next level where they may study in one or more areas of a career path specialization.

Career Path Specialization

The occupational specific standards in the Hospitality, Tourism, and Recreation career path cluster refer to groups of skills needed for two broad occupational categories within this career path cluster: lodging occupations; travel related services occupations; event planning occupations; outdoor recreations services occupations; and theme parks/attractions/ exhibitions occupations. The number of occupational specific standards varies according to the area of specialization.

STANDARDS FORMAT

Curriculum standards conform to the format delineated jointly by the Career-Vocational Education Division, California Department of Education, and the Career-Technical Assessment Project (C-TAP) conducted by Far West Laboratory for Research in Education. Standards describe expectations for student achievement, including the knowledge, skills, attitudes, and behaviors required of students. There are two components in each curriculum standard. These two components are written in a two-three sentence format. The first sentence describes what the student will know or understand. The remaining sentence(s) describe(s) what students will be able to do as they apply their knowledge to entry-level employment and advanced education.

Citations crossreferencing each curriculum standard with appropriate academic frameworks are identified below each standard to facilitate interdisciplinary collaboration as well as reinforcement of academic concepts. Refer to Appendix D for excerpts from the academic frameworks.

Hospitality, Tourism, and Recreation

CAREER PREPARATION STANDARDS

1. Personal Skills

Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self confidence, honesty, perseverance, and self-discipline. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in an Extensive Reading Program
English / Language Arts: Responding to Core Works
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language

2. Interpersonal Skills

Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Participation Skills
History / Social Science: Civic Values, Rights, and Responsibilities
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / social Science - Sociology

3. Thinking and Problem Solving Skills

Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation, as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate and select from alternative solutions.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
History / Social Science: Critical Thinking Skills
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat)
Science: Stability (Life Sciences - Cells, Genetics, and Evolution)
Science: Systems and Interactions (Life Sciences - Ecosystems)

4. Communications Skills

Students will understand principles of effective communications. They will communicate both orally and in writing. They will listen attentively to instructions and request clarification or additional information as needed.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
History / Social Science: Elective Courses in History / Social Science - Psychology

5. Occupational Safety

Students will understand occupational safety issues including the avoidance of physical hazards in the work environment. They will operate equipment safely so as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Studying Vocabulary in Context
Science: Energy (Physical Science - Sources and Transformations; Energy: Heat; Energy: Electricity and Magnetism; Energy: Light; Energy: Sound)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Ecosystems)

6. Employment Literacy

Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purposes of professional organizations.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Studying Etymology to Increase Vocabulary
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Listening

7. Technology Literacy

Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.

English / Language Arts: Learning the Writing Process
English / Language Arts: Applying High-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Statistics
Mathematics: Statistics and Probability
Science: Energy (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat; Energy: Sound)
Science: Evolution (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

HOME ECONOMICS RELATED OCCUPATIONS STANDARDS

1. Dignity of Work

Students will understand that there is dignity in all work and occupations within the industry. They will explain and interpret the interdependence and importance of all jobs to the success of the organization. They will describe the need for workers at all levels to act and dress appropriately, maintain personal hygiene, and make decisions that contribute to customer satisfaction.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning About Other Disciplines
History / Social Science: Economic Literacy
History / Social Science: Sociopolitical Literacy

2. Employer and Employee Relations

Students will understand the rules and regulations affecting employer and employee rights and responsibilities. They will explain work site policies concerning employer and employee rights and responsibilities, including strategies for handling harassment.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
History / Social Science: Economic Literacy
History / Social Science: Sociopolitical Literacy

3. Disability Facilitation

Students will understand the emotional, physical, legal, and economic aspects of accessibility for the disabled. They will identify potential barriers and make reasonable accommodations for disabled clients.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

4. Business Management

Students will understand the fundamental principles of business management, including the roles and responsibilities of management and employees. They will demonstrate work force management strategies, including shared responsibility, negotiation, planning, processing information, communication, participation, and decision-making. They will demonstrate the ability to develop a basic management and sales or promotional plan.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Participating in Specialized Courses
History / Social Science: Sociopolitical Literacy

5. Team Building and Leadership

Students will understand the teamwork and leadership concepts and skills needed to be successful in work, personal, family, and community life. They will demonstrate teamwork and leadership skills by participating in activities such as Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), including competitive recognition events (CRE) and community service.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections

6. Life Management

Students will understand values and management strategies that assist them in balancing their work, personal, and family life. They will apply effective management strategies in the use of resources for handling the responsibilities of work, personal, and family life.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Statistics and Probability
Mathematics: Number
Mathematics Logic and Language

7. Transferability

Students will understand that the knowledge, skills, attitudes, and behaviors needed for entry-level employment can be transferred to advanced training/education, entrepreneurship, and/or other career fields. They will identify advanced level training/education and entrepreneurial opportunities to meet personal and career goals and recognize how to apply their acquired knowledge, skills, attitudes, and behaviors.

English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda

CAREER PATH CLUSTER STANDARDS

1. Hospitality Industry Awareness

Students will understand the breadth of the hospitality, tourism, and recreation industry, and its role in the state's economic development. They will describe and defend the importance of tourism for the state's economic development and will explain the function, role, and economic contribution of the various segments of the hospitality, tourism, and recreation industry, such as lodging, restaurant, ground transportation, and leisure activities.

English / Language Arts: Learning the Writing Process
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Participation in Specialized Courses
History / Social Science: Economic Literacy
History / Social Science: Elective Courses in History / Social Science - Our State in the Twentieth Century

2. Policies and Procedures

Students will understand general policies and procedures of the hospitality, tourism, and recreation industry, including the performance of job-related tasks, management of equipment and supplies, and maintenance of the facility. They will explain and apply organizational policies and procedures in order to perform job-related tasks within various hospitality, tourism, and recreation establishments. They will demonstrate procedures that prevent injuries and the spread of infection, illness, or disease.

English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Improving Oral and Aural Language Abilities
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

3. Security and Emergency Procedures

Students will understand the importance of safety and health as they relate to security and emergency procedures. They will explain the security and emergency procedures and their legal, physical, and moral consequences. They will identify and respond appropriately in emergency situations to maintain the personal safety of employees and clients, including the writing of appropriate incident/injury reports.

English / Language Arts: Learning the Writing Process
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Participation in Specialized Courses
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

4. Salesmanship and Guest Satisfaction

Students will understand the broad field of sales and customer relations and its impact on the success of the hospitality, tourism, and recreation industry. They will greet customers; identify customer needs and wants, make appropriate accommodations for customer special needs, including those with disabilities; and identify solutions to customer problems. They will demonstrate sensitivity to cultural differences and provide or suggest services that satisfy the customer and contribute to the reputation and profit of the establishment.

English / Language Arts: Improving Oral and Aural Language Abilities
History / Social Science: Elective Courses in History / Social Science - Psychology

5. Computer Applications

Students will understand the use of computers in all areas of the hospitality, tourism, and recreation industry. They will identify and perform computer functions and applications; and they will explain the interrelationship of computer usage among the various departments.

English / Language Arts: Developing a Systematic Writing Program
English / Language Arts: Learning the Writing Process
Mathematics: Algebra

OCCUPATIONAL SPECIFIC STANDARDS

1. Lodging Occupations

HOUSEKEEPING

a. Equipment, Tools, and Supplies

Students will understand the function of equipment, tools, and supplies needed to perform tasks. They will demonstrate the use of equipment, tools, and supplies; evaluate the chemical, environmental, and physical hazards of the job; and determine procedures for proper storage, care, and maintenance, inventory, and requisitioning of equipment, tools, and supplies.

English / Language Arts: Participation in Specialized Courses
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things; Ecosystems)

b. Housekeeping Tasks

Students will understand the routine care and maintenance of rooms, public areas, and offices. They will perform housekeeping tasks required in various locations in the lodging property. They will explain how the costs of breakage, theft, use of supplies, and decisions to repair or replace items affect establishments and job retention.

Mathematics: Number

c. Laundry Tasks

Students will understand laundry tasks and equipment. They will demonstrate the necessary steps to launder linens, operate various types of laundry equipment, and maintain laundry equipment and supplies.

d. Task Management Skills

Students will understand time, energy, and management skills needed to operate the housekeeping department. They will identify work, prioritize tasks, consult work checklists, read and interpret work schedules, and identify potential problems. They will apply time and work management skills to housekeeping and laundry tasks and explain budgeting costs for operating the department.

English / Language Arts: Participation in Specialized Courses
Mathematics: Algebra
Mathematics: Number

e. Furnishings, Linens, and Accessories

Students will understand how furnishings, linens, and accessories are ordered and purchased. They will recommend repair or replacement of furnishings, linens, and accessories and complete requisition forms.

FRONT OFFICE AND GUEST SERVICES

f. Financial Transactions

Students will understand all types of financial transactions, including the calculation of taxes and foreign currency exchange. They will demonstrate calculating change, balancing the cash drawer, identifying counterfeit money, and approving checks, money orders, and use of credit cards by following a procedures manual for all transactions. They will demonstrate ability to communicate financial transactions with guests.

English / Language Arts: Improving Oral and Aural Language Abilities
History / Social Science: Economic Literacy
Mathematics: Number

g. Guest Services

Students will understand the scope of guest services available locally. They will provide information, make reservations, and assist guests for local events and services, including on-property services and off-site attractions, dining establishments, child care facilities, local travel, entertainment, and recreation. They will promote intercultural understanding and enhance positive human relations.

English / Language Arts: Improving Oral and Aural Language Abilities
History / Social Science: Elective Courses in History / Social Science - Psychology
Science: Systems and Interactions (Life Sciences - Living Things)

h. Sales

Students will understand sales and the concept of upselling. They will demonstrate sales techniques, including upselling, when interacting with guests.

English / Language Arts: Improving Oral and Aural Language Abilities
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Number

i. Lodging Departments

Students will understand the functions of the various departments of the lodging industry. They will identify the hierarchy in the lodging industry and explain the interaction of various divisions and/or departments.

English Language Arts: Participation in Specialized Courses

2. *Travel Related Services Occupations*

a. Geography

Students will understand the geography of the continents and major countries as tourist destinations. They will locate major destination countries, states, and cities in relation to continents and demonstrate the ability to retrieve pertinent information concerning time zones, climate, and physical features.

English / Language Arts: Participation in Specialized Courses
History / Social Science: Geographic Literacy
Mathematics: Number
Science: Systems and Interactions (Earth Science - Geology and Natural Resources)

b. Culture and Customs

Students will understand the diversity of cultures and customs of various countries and/or regions. They will describe the country or region in terms of language, food, currency, customs, and cultures as it applies to travelers' destinations. They will demonstrate familiarization with sightseeing and local attractions.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Cultural Literacy
Science: Systems and Interactions (Earth Science - Geology and Natural Resources)
(Life Sciences - Living Things)

c. Reservations and Ticketing

Students will understand the process of reservations and ticketing. They will make reservations, distribute appropriate safety information, and prepare tickets for domestic and foreign travel. They will demonstrate the ability to compare prices and values and communicate the information to clients.

English / Language Arts: Participation in Specialized Courses
Mathematics: Number

d. Travel Itineraries

Students will understand the process of planning itineraries. They will interpret information from computerized central reservation systems, travel guides and resources; design travel itineraries for client needs; compile travel documents; and explain itineraries to clients.

English / Language Arts: Participation in Specialized Courses
History / Social Science: Geographical Literacy
Mathematics: Number

e. International Travel

Students will understand the needs and concerns of international travelers. They will explain the special documentation needed for international travel and how clients may obtain these documents; interpret customs, regulations, and time zones; provide transportation and lodging information; describe foreign currency exchange and how to determine conversion; provide information on insurance; and identify common health concerns associated with international travel.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
History / Social Science: Cultural Literacy
History / Social Science: Economic Literacy
Mathematics: Algebra
Mathematics: Number

f. Travel Occupations

Students will understand the variety of occupations within the travel industry. They will compare the function, responsibilities, and opportunities of the most commonly found occupations on a global perspective.

English / Language Arts: Participation in Specialized Courses

3. *Event Planning Occupations*

a. Client Information

Students will respect and understand the diversity of clients, the range of their needs, and how to access and provide information to them. They will collect and enter data about the community into database/word processing files for use in developing newsletters, brochures, and local events calendars. They will answer client inquiries and assist with planning events and educational programs.

English / Language Arts: Learning the Writing Process
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Participation in Specialized Courses

b. Special Events

Students will understand the planning of special events, such as meetings, trade shows, fairs, and conferences. They will demonstrate the ability to plan specialized events, including developing themes, timelines, budgets, target audiences, objectives, agendas, and public and media relations. They will research locations and food suppliers; prepare registration schedules and programs; arrange for travel; determine space needs and space allocations; arrange for and assist with the set up of equipment and supplies; arrange for security; and provide for evaluation of the events.

English / Language Arts: Learning the Writing Process
English / Language Arts: Improving Oral and Aural Language Abilities
Mathematics: Algebra
Mathematics: Number

c. Education, Recreation, Leisure, and Play Activities

Students will understand the significance of education, recreation, leisure, and play activities for the wellness of diverse age groups. They will demonstrate the ability to plan public, corporate and/or commercial programs for education, recreation, leisure, and play experiences. They will demonstrate the ability to plan, promote and publicize, coordinate, and evaluate the effectiveness of programs for diverse age groups and populations.

English / Language Arts: Participating in Oral Communication Activities
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Number
Science: Scale and Structure (Physical Science - Reactions and Interactions)
Life Sciences - Living Things)

d. Attractions and Specialty Tours

Students will understand the variety and purposes of attractions, educational programs, and specialty tours within the hospitality, tourism, and recreation industry. They will recommend various types of destination attractions; amusement parks; historical landmarks and heritage sites; museums and galleries; adventure tours; and other specialty tours.

English / Language Arts: Participation in Specialized Courses
History / Social Science: Historical Literacy
Mathematics: Number
Science: Scale and Structure (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things; Ecosystems)

4. *Outdoor Recreation Services Occupations*

a. Outdoor Recreation

Students will understand the value of outdoor recreation for long-term physical and mental health. They will evaluate and examine physical and mental skills and requirements; physical and socio-psychological benefits; risks; and financial costs for a variety of outdoor recreational activities. They will plan outdoor recreational activities appropriate to the needs and abilities of individuals, families, and special populations.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology

b. Risk Management

Students will understand the principles of risk management and liability, safety, and first aid. They will describe and evaluate risk management plans, evacuation plans, emergency procedures, and appropriate documentation. They will become certified in first aid and cardiopulmonary resuscitation (CPR).

Science: Scale and Structure (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

c. Outdoor Management and Participant Services

Students will understand natural and cultural history, wilderness and park uses, and philosophy as they apply to the management of people (including volunteers), land, wildlife, and outdoor activity. They will identify and describe the variety of wilderness areas, parklands, and waterways available for recreational activity and general use and their restrictions. They will recommend recreational opportunities and participant services, make reservations, assist in tours, and recommend transportation and other accommodations, insurance, licenses, and permits.

English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Participation in Specialized Courses
History / Social Science: Geographic Literacy
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Science: Scale and Structure (Life Sciences - Ecosystems)

d. Environmental Education

Students will understand ecological concepts and environmental education principles. They will collect data on the changing environmental conditions due to human interface with nature, and describe the interdependence of mankind with the environment. They will demonstrate leadership and communication skills to educate and manage individuals, families, and special populations to be environmentally responsible.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Striving for High-Quality Oral Presentations
History / Social Science: World History, Culture, and Geography: The Modern World - Unresolved Problems of the Modern World
Mathematics: Statistics
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

5. *Theme Parks/Attractions/Exhibitions Occupations*

a. Financial Transactions

Students will understand all types of financial transactions, including foreign currency exchange and applying taxes. They will demonstrate calculating change and balancing the cash drawer, identifying counterfeit money, and approving checks, money orders, and use of credit cards, by following a procedures manual for all additional transactions. They will demonstrate ability to communicate financial transactions with guests.

English / Language Arts: Improving Oral and Aural Language Abilities
History / Social Science: Economic Literacy
Mathematics: Algebra
Mathematics: Number

b. Guest Services

Students will understand the scope of guest services available locally. They will provide information, make reservations, and assist guests for local events and services, including on-property services and off-site attractions, dining establishments, child care facilities, local travel, entertainment, and recreation. They will promote intercultural understanding and enhance positive human relations.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Participation in Specialized Courses
History / Social Science: Cultural Literacy
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Number
Science: Scale and Structure (Life Sciences - Living Things)

c. Sales

Students will understand sales and the concept of upselling. They will demonstrate sales techniques, including upselling, when interacting with guests.

History / Social Science: Economic Literacy
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Number

d. Culture and Customs

Students will understand the diversity of cultures and customs of various countries and/or regions within the United States. They will describe the implications that differences in language, food, values, customs, and culture may have upon the operation and management of theme parks, attractions, and exhibitions. They will demonstrate the ability to identify potential problems and/or issues and propose solutions that enhance the guest experience.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Participation in Specialized Courses
History / Social Science: Cultural Literacy
Science: Scale and Structure (Life Sciences - Living Things)

e. Client Information

Students will understand the diversity of clients and how to access and provide information to clients. They will collect and enter data about the community into database/word processing files for use in developing newsletters, brochures, and local events calendars. They will answer client inquiries and assist with planning events and educational programs.

English / Language Arts: Learning the Writing Process
English / Language Arts: Improving Oral and Aural Language Abilities

f. Special Events

Students will understand the planning of special events, meetings, trade shows, fairs, and conferences. They will demonstrate the ability to plan specialized events, including developing themes, timelines, budgets, target audiences, objectives, agendas, and public and media relations. They will research locations and food suppliers; prepare registration schedules and programs; arrange for travel; determine space needs and space allocations; arrange for and assist with the set up of equipment and supplies; arrange for security; and provide for evaluation of the events.

English / Language Arts: Participation in Specialized Courses
Mathematics: Algebra
Mathematics: Number

g. Play, Education, Recreation, and Leisure Activities

Students will understand the significance of play, education, recreation, and leisure activities for the wellness of diverse age groups. They will demonstrate the ability to plan public, corporate and/or commercial resort programs for play, education, recreation, and leisure experiences for diverse age groups and populations. They will demonstrate the ability to promote and publicize, coordinate, and evaluate the effectiveness of these types of programs.

English / Language Arts: Learning the Writing Process
English / Language Arts: Striving for High-Quality Oral Presentations
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Number
Science: Scale and Structure (Life Sciences - Living Things; Cells, Genetics, and Ecosystems)

h. Attractions and Specialty Tours

Students will understand the variety and purposes of attractions, educational programs, and specialty tours within the hospitality, tourism, and recreation industry. They will recommend various types of destination attractions; amusement parks; historical landmarks and heritage sites; museums and galleries; adventure tours; and other specialty tours based upon the interest of the visitor and/or guest.

English / Language Arts: Participation in Specialized Courses
History / Social Science: Historical Literacy
Mathematics: Number
Science: Scale and Structure (Life Sciences - Living Things)

i. Basic Food Service

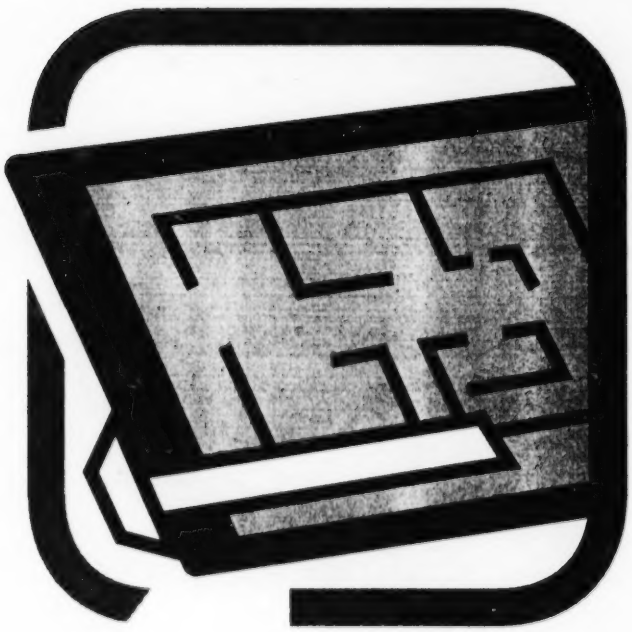
Students will understand the importance and the role of food service to the operation and management of attractions and theme parks. They will be able to demonstrate basic skills in food handling, sidework, customer orders, and service as well as cash and credit transactions.

English / Language Arts: Improving Oral and Aural Language Abilities
Mathematics: Number

Note: Specific standards for food service are delineated in Chapter 8, Food Service and Hospitality Model Curriculum Standards. It is strongly recommended that students selecting the Hospitality, Tourism, and Recreation career path also take a basic food service course to enhance their employability.

CHAPTER 10

Interior Design, Furnishings, and Maintenance Career Path Cluster Model Curriculum Standards



CHAPTER 10

Interior Design, Furnishings, and Maintenance Model Curriculum Standards

Model curriculum standards for the Interior Design, Furnishings, and Maintenance Occupational Cluster ensure that students completing secondary programs are prepared for entry-level employment and advanced education. The standards build upon the competencies developed in Consumer Home Economics Education.

By basing curriculum and assessment on curriculum standards, Interior Design, Furnishings, and Maintenance programs will effectively prepare students with the knowledge, skills, attitudes, and behaviors needed to successfully enter the job market or to transition to postsecondary education programs at a community college, private, technical or trade school, and/or a four-year college and university. Students completing secondary programs will be prepared for entry-level positions while students who completed postsecondary education will be prepared for technical-level or professional-level positions. These standards reflect what representatives of the Interior Design, Furnishings, and Maintenance industry identified as essential for future workers to succeed and be productive on the job.

The standards are intended for use by secondary program instructors to plan and establish new programs or to strengthen and expand existing programs. Secondary instructors will also use these standards in working with postsecondary instructors to articulate and sequence instruction, thereby eliminating unnecessary duplication on both levels of education. Further, by implementing these standards at the secondary level, postsecondary programs can prepare students with more advanced skills, thus making the students better equipped to enter the industry.

The standards in this document have been established by an advisory committee composed of representatives of the Interior Design, Furnishings, and Maintenance industry and instructors of secondary and postsecondary Interior Design, Furnishings, and Maintenance programs. The developmental work was completed under the direction of the Home Economics Education Unit, Career-Vocational Education Division, California Department of Education, in cooperation with California State University, Northridge. Once developed, these standards were validated by a task force composed of industry experts and educators.

A resource document, designed to accompany this text, includes suggestions for meaningful, student-centered learning activities that address these standards in an integrated format.

UNDERSTANDING STANDARDS

The model curriculum standards are intended for use in improving and expanding educational programs; to certify students for employment and advanced education/training; and to certify programs in order to ensure they are current and relevant as well as high quality. These standards also will serve as the basis for professional development activities to upgrade the skills of current program instructors and to prepare future program instructors to be effective educators. Model curriculum standards should be used in conjunction with Chapter 1 of this document to design and assess programs.

To ensure the currency and relevance of the standards, an ongoing annual review will be conducted by committees composed of educators and business and industry representatives.

INTERIOR DESIGN, FURNISHINGS, AND MAINTENANCE STANDARDS ORGANIZATION

The Interior Design, Furnishings, and Maintenance Model Curriculum Standards are organized to ensure that the Interior Design, Furnishings, and Maintenance career cluster program will prepare students to master model curriculum standards in three levels of instruction: the technical core, career path cluster, and career path specialization. The sequence for these three levels is depicted in Chart 10.1.

The Technical Core

The technical core provides a broad knowledge base that is generic to all aspects of working in any of the home economics career path clusters. Two groups of curriculum standards make up the technical core: career preparation standards and home economics related occupations standards. Career preparation standards consist of seven workplace readiness skills required in all jobs. These are:

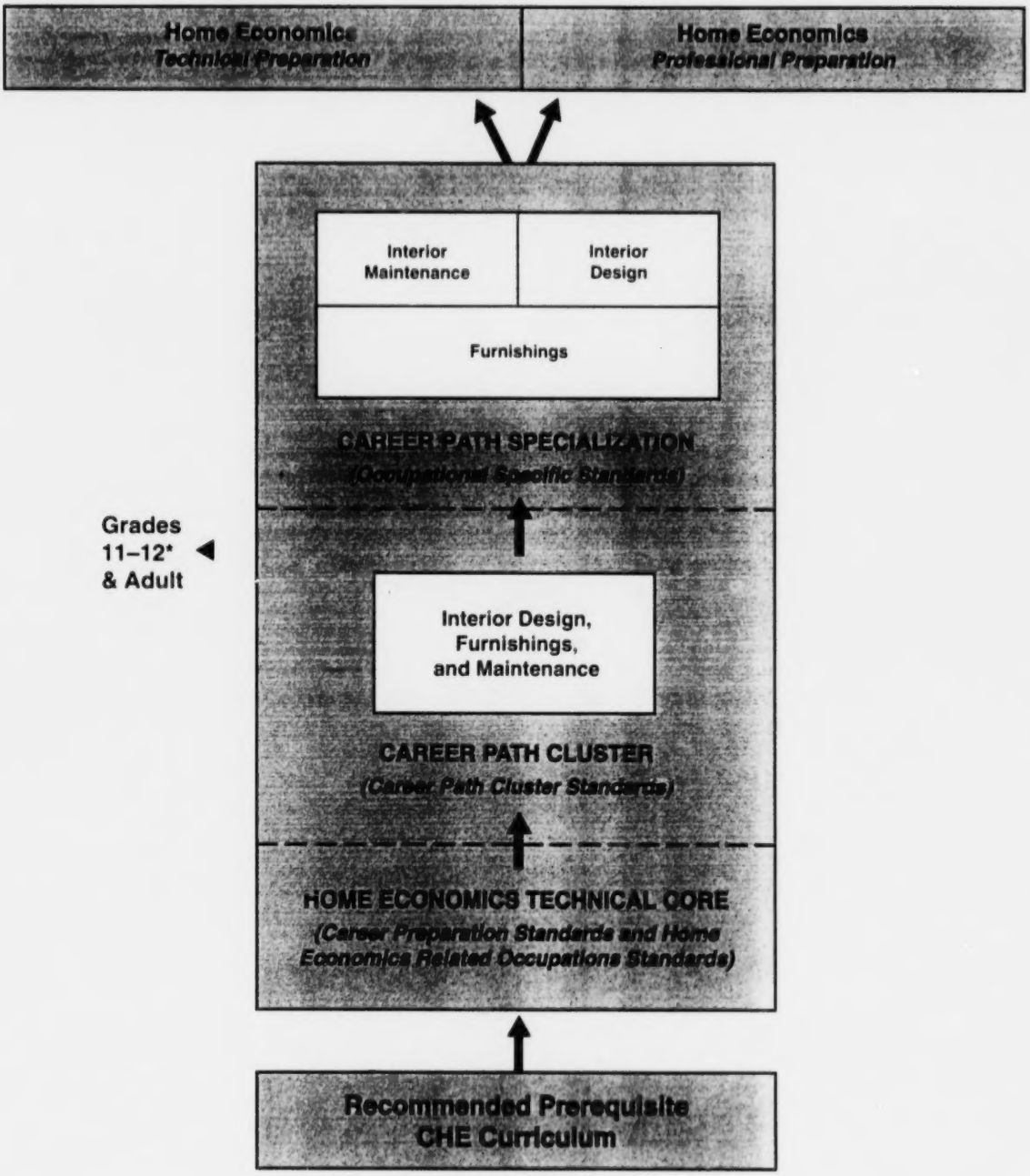
- personal skills
- interpersonal skills
- thinking and problem solving skills
- communication skills
- occupational safety
- employment literacy
- technology literacy

Home economics related occupations standards identify seven workplace competencies common in all home economics related jobs and careers.

- dignity of work
- employer and employee relations
- disability facilitation
- business management
- team building and leadership
- life management
- transferability

Chart 10.1

Home Economics Sequence for Interior Design, Furnishings, and Maintenance



*Taught in High School and ROC/P

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Career Path Cluster

The career path cluster standards focus on the knowledge, skills, attitudes, and behaviors needed for all jobs in the Interior Design, Furnishings, and Maintenance career path cluster regardless of specialization. Three standards provide the foundation for students to enter a career path specialization program. Students are prepared with the basic concepts and skills necessary to advance to the next level where they may study in one or more areas of a career path specialization.

Career Path Specialization

The occupational specific standards in the Interior Design, Furnishings, and Maintenance career path cluster refer to groups of skills needed for two broad occupational categories within this career path cluster: residential and commercial furnishings occupations; residential and commercial interior design occupations; and residential and commercial interior maintenance occupations. The number of occupational specific standards varies according to the area of specialization.

STANDARDS FORMAT

Curriculum standards conform to the format delineated jointly by the Career-Vocational Education Division, California Department of Education, and the Career-Technical Assessment Project (C-TAP) conducted by Far West Laboratory for Research in Education. Standards describe expectations for student achievement, including the knowledge, skills, attitudes, and behaviors required of students. There are two components in each curriculum standard. These two components are written in a two-three sentence format. The first sentence describes what the student will know or understand. The remaining sentence(s) describe(s) what students will be able to do as they apply their knowledge to entry-level employment and advanced education.

Citations crossreferencing each curriculum standard with appropriate academic frameworks are identified below each standard to facilitate interdisciplinary collaboration as well as reinforcement of academic concepts. Refer to Appendix D for excerpts from the academic frameworks.

Interior Design, Furnishings, and Maintenance

CAREER PREPARATION STANDARDS

1. Personal Skills

Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self confidence, honesty, perseverance, and self-discipline. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in an Extensive Reading Program
English / Language Arts: Responding to Core Works
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language

2. Interpersonal Skills

Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Participation Skills
History / Social Science: Civic Values, Rights, and Responsibilities
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology

3. Thinking and Problem Solving Skills

Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation, as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate and select from alternative solutions.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Comprehending in Depth and With Sophistication
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
History / Social Science: Critical Thinking Skills
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections
Mathematics: Statistics
Mathematics: Probability
Mathematics: Discrete Mathematics
Mathematics: Statistics and Probability
Mathematics: Measurement
Mathematics: Number
Mathematics: Logic and Language
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat)
Science: Stability (Life Sciences - Cells, Genetics, and Evolution)
Science: Systems and Interactions (Life Sciences - Ecosystems)

4. Communication Skills

Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively to instructions and request clarification or additional information as needed.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Writing
History / Social Science: Elective Courses in History / Social Science - Psychology

5. Occupational Safety

Students will understand occupational safety issues including the avoidance of physical hazards in the work environment. They will operate equipment safely so as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Studying Vocabulary in Context
Science: Energy (Physical Science - Sources and Transformations; Energy: Heat; Energy: Electricity and Magnetism; Energy: Light; Energy: Sound)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Ecosystems)

6. Employment Literacy

Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purposes of professional organizations.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Studying Vocabulary in Context
English / Language Arts: Studying Etymology to Increase Vocabulary
English / Language Arts: Teaching Vocabulary as Part of Instruction in Speaking and Listening

7. Technology Literacy

Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.

English / Language Arts: Learning the Writing Process
English / Language Arts: Applying High-Level Thinking in Detecting Propaganda
English / Language Arts: Studying vocabulary in Context
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / social Science - Sociology
Mathematics: Statistics
Mathematics: Statistics and Probability
Science: Energy (Physical Science - Matter; Reactions and Interactions; Force and Motion; Energy: Sources and Transformations; Energy: Heat; Energy: Sound)
Science: Evolution (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Patterns of Change (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Scale and Structure (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)
Science: Systems and Interactions (Life Sciences - Living Things; Cells, Genetics, and Evolution; Ecosystems)

HOME ECONOMICS RELATED OCCUPATIONS STANDARDS

1. Dignity of Work

Students will understand that there is dignity in all work and occupations within the industry. They will explain and interpret the interdependence and importance of all jobs to the success of the organization. They will describe the need for workers at all levels to act and dress appropriately, maintain personal hygiene, and make decisions that contribute to customer satisfaction.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning About Other Disciplines
History / Social Science: Economic Literacy
History / Social Science: Sociopolitical Literacy

2. Employer and Employee Relations

Students will understand the rules and regulations affecting employer and employee rights and responsibilities. They will explain work site policies concerning employer and employee rights and responsibilities, including strategies for handling harassment.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
History / Social Science: Economic Literacy
History / Social Science: Sociopolitical Literacy

3. Disability Facilitation

Students will understand the emotional, physical, legal, and economic aspects of accessibility for the disabled. They will identify potential barriers and make reasonable accommodations for disabled clients.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
History / Social Science: Principles of American Democracy - Federalism: State and Local Government
History / Social Science: Principles of American Democracy - Contemporary Issues in the World Today
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

4. Business Management

Students will understand the fundamental principles of business management, including the roles and responsibilities of management and employees. They will demonstrate work force management strategies, including shared responsibility, negotiation, planning, processing information, communication, participation, and decision-making. They will demonstrate the ability to develop a basic management and sales or promotional plan.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Participating in Specialized Courses
History / Social Science: Sociopolitical Literacy

5. Team Building and Leadership

Students will understand the teamwork and leadership concepts and skills needed to be successful in work, personal, family, and community life. They will demonstrate teamwork and leadership skills by participating in activities such as Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), including competitive recognition events (CRE) and community service.

Englisn / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Mathematical Connections

6. Life Management

Students will understand values and management strategies that assist them in balancing their work, personal, and family life. They will apply effective management strategies in the use of resources for handling the responsibilities of work, personal, and family life.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Confronting Major Social and Political Issues
English / Language Arts: Emphasizing New Assessment Methods and Tools
History / Social Science: Elective Courses in History / Social Science - Psychology
History / Social Science: Elective Courses in History / Social Science - Sociology
Mathematics: Mathematics as Problem Solving
Mathematics: Mathematics as Communication
Mathematics: Mathematics as Reasoning
Mathematics: Statistics and Probability
Mathematics: Number
Mathematics Logic and Language

7. Transferability

Students will understand that the knowledge, skills, attitudes, and behaviors needed for entry-level employment can be transferred to advanced training/education, entrepreneurship, and/or other career fields. They will identify advanced level training/education and entrepreneurial opportunities to meet personal and career goals and recognize how to apply their acquired knowledge, skills, attitudes, and behaviors.

English / Language Arts: Learning About Other Disciplines
English / Language Arts: Learning the Writing Process
English / Language Arts: Developing Voice and Style
English / Language Arts: Studying Conventions of Writing
English / Language Arts: Participating in Oral Communication Activities
English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Modeling Effective Speaking and Listening
English / Language Arts: Improving Oral and Aural Language Abilities
English / Language Arts: Teaching Listening Skills
English / Language Arts: Applying Higher-Level Thinking in Detecting Propaganda

CAREER PATH CLUSTER STANDARDS

1. Operational Procedures and Professional Practices

Students will understand operational procedures and professional practices. They will demonstrate care and use of equipment and merchandise and complete paperwork applicable to field of work. They will demonstrate knowledge of contracts and liability and apply appropriate professional and ethical practices.

English / Language Arts: Learning the Writing Process
Mathematics: Number

2. Merchandise Analysis

Students will understand sources and characteristics of merchandise, finishes, materials, and textiles. They will locate sources and analyze characteristics of merchandise, including features, benefits, performance, finishes, materials, and textiles.

English / Language Arts: Learning the Writing Process
English / Language Arts: Participation in Specialized Courses
Science: Systems and Interactions (Physical Science - Matter; Reactions and Interactions)

3. Space Planning and Interior Systems

Students will understand space planning and characteristics of interior systems. Given placement of interior systems (lighting, plumbing, heating, ventilating, and air conditioning), they will develop scaled floor plans detailing furniture layouts and traffic patterns to meet the needs of clients.

English / Language Arts: Learning the Writing Process
Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Measurement
Mathematics: Number
Science: Energy (Physical Science - Reactions and Interactions)
Science: Scale and Structure (Physical Science - Reactions and Interactions)
(Life Sciences - Living Things)

OCCUPATIONAL SPECIFIC STANDARDS

1. Residential and Commercial Furnishings Occupations

a. Principles and Elements of Design

Students will understand the principles and elements of design. They will demonstrate the ability to apply principles and elements to the design and fabrication of residential and commercial furnishings.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Learning the Writing Process
Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Measurement
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

b. Window, Wall, and Floor Fabrication and Installation

Students will understand window, wall, and floor treatment, fabrication, and installation. They will demonstrate knowledge and skills necessary to design, fabricate, and install window, wall, and floor treatments.

Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Measurement
Mathematics: Number

c. Furniture Construction

Students will understand construction of furniture, furniture finishes, upholstery, slipcover construction, and fabrication. They will demonstrate the knowledge and skills necessary to upholster furniture and fabricate slipcovers.

Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Measurement
Science: Scale and Structure (Physical Science - Matter; Reactions and Interactions)
Science: Systems and Interactions (Physical Science - Matter; Reactions and Interactions)
(Life Sciences - Living Things)

d. Marketing and Merchandising

Students will understand marketing and merchandising of residential and commercial furnishings. They will explain functions of marketing and merchandising and demonstrate the ability to identify current trends in interior furnishings.

English / Language Arts: Participating in an Extensive Reading Program
English / Language Arts: Striving for High-Quality Oral Presentations
History / Social Science: Elective Courses in History / Social Science - Psychology
Mathematics: Statistics
Mathematics: Probability

e. History of Furniture Design

Students will understand the history of furniture design. They will demonstrate knowledge of furnishings as influenced by historical events. Students will research historical trends in furnishings and their relationship to changing economic, social, and cultural conditions.

English / Language Arts: Learning About Other Disciplines
English / Language Arts: Participation in Specialized Courses
History / Social Science: Economic Literacy
History / Social Science: Cultural Literacy
History / Social Science: Historical Literacy
Mathematics: Number

2. *Residential and Commercial Interior Design Occupations*

a. Principles and Elements of Design

Students will understand the principles and elements of design. They will apply principles and elements of design when planning interior environments.

English / Language Arts: Developing Ethical, Aesthetic, and Cultural Values
English / Language Arts: Learning the Writing Process
Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Measurement
Mathematics: Number
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

b. Space Planning and Drafting

Students will understand space planning factors and drafting techniques. They will develop scaled floor plans and elevations that include cabinetry, interior details, and interior systems.

English / Language Arts: Learning the Writing Process
Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Measurement
Mathematics: Number
Science: Scale and Structure (Physical Science - Reactions and Interactions)

c. Design Concept

Students will understand the elements of the design concept, including programming and design development. They will create and explain the design concept and specify fabrics and furnishings accordingly. They will recommend strategies for merchandising the design concept.

English / Language Arts: Striving for High-Quality Oral Presentations
English / Language Arts: Participation in Specialized Courses
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Measurement

d. Kitchen and Bath Design

Students will understand knowledge of kitchen and bath design, including selection of materials, finishes, appliances, and cabinetry details. They will demonstrate skills necessary to plan, determine specifications, and execute a kitchen and/or bath design.

English / Language Arts: Learning the Writing Process
English / Language Arts: Participation in Specialized Courses
Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Measurement
Science: Systems and Interactions (Physical Science - Matter; Reactions and Interactions)

e. Commercial Design

Students will understand the elements of commercial design. They will demonstrate skills necessary to plan space and specify furnishings and finishes for a commercial space.

English / Language Arts: Learning the Writing Process
English / Language Arts: Writing Cogent, Clear, and Concise Prose
Mathematics: Algebra
Mathematics: Geometry From a Synthetic Perspective
Mathematics: Measurement
Science: Scale and Structure (Physical Science - Matter; Reactions and Interactions)
Science: Systems and Interactions (Physical Science - Reactions and Interactions)

f. History of Furniture Design

Students will understand the history of furniture design. They will demonstrate knowledge of furnishings as influenced by historical events. Students will research historical trends in furnishings and their relationship to changing economic, social, and cultural conditions.

English / Language Arts: Learning About Other Disciplines
English / Language Arts: Participation in Specialized Courses
History / Social Science: Economic Literacy
History / Social Science: Cultural Literacy
History / Social Science: Historical Literacy

3. Residential and Commercial Interior Maintenance Occupations

a. Care and Maintenance

Students will understand the care and maintenance of all surfaces. They will select and demonstrate use of supplies and equipment. They will identify and interpret the liabilities and economic consequences associated with care and maintenance.

Mathematics: Number

b. Repairs

Students will understand electrical, plumbing, and carpentry skills. They will demonstrate procedures used to solve a variety of problems, such as clogged plumbing, holes in walls, and defective lighting.

Science: Systems and Interactions (Physical Science - Reactions and Interactions)

c. Personnel Management

Students will understand principles of personnel management. They will demonstrate ability to train, supervise, and evaluate employees.

English / Language Arts: Improving Oral and Aural Language Abilities
History / Social Science: Elective Courses in History / Social Science - Psychology

Appendices

APPENDIX A

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APPENDIX B

Glossary

Advisory Committee — A group of 8-12 representatives from local business, industry, and the community that provides advice and assistance to ensure that educational programs are relevant. For CHE programs, advisory committee members should include community leaders, parents, students, educators, and representatives from agencies that serve individuals and families. A HERO program advisory committee should include business and industry members who represent the career path cluster taught, in addition to educators, parents, and students. It is recommended that all program areas, including CHE, have an advisory committee.

Articulated Instruction — An unduplicated sequence of instructional units or courses that have been developed collaboratively in which each level builds upon subsequent levels. For home economics, this means (1) exploratory instruction in a middle grade or junior high CHE program articulated with comprehensive core instruction in a senior high CHE program; (2) CHE courses used as a prerequisite for HERO courses; and (3) specialized CHE content area courses and HERO programs articulated with community college or university courses.

Articulation — A collaborative process through which the deliverers of an educational program define and delineate roles, responsibilities, relationships, and inter-relationships for each level of instruction. In home economics programs, articulation may include but not be limited to middle, junior, senior high schools, Regional Occupational Centers/Programs (ROC/Ps), community colleges, colleges and universities, business and industry and community-based organizations.

Assessment of Job Market Needs — A thorough investigation of the job market and requirements. Data from the needs assessment should be used to guide the development and direction of program and curriculum.

California Basic Education Data Systems (CBEDS) — A coding system for reporting data about staff and enrollments to satisfy major state and federal vocational education reporting requirements. California Basic Education Data Systems codes identify the instructional level and content of home economics courses for CHE and courses/programs for HERO.

Career Path Cluster — A broad group of related occupations in a specific industry that includes entry, technical, and professional level positions that may be attained with appropriate education, training, and experience. In home economics, students may choose to study one of eight career path clusters in grades 11-12 in order to prepare for entry level positions or advanced education leading to technical and professional positions.

Career Path Cluster Standards — Statements that describe expectations for student achievement including the knowledge, skills, attitudes, and behaviors a student needs to demonstrate in a selected career path cluster in ordered to be prepared for entry-level employment or advanced education and, if appropriate, for certification.

Career Path Specialization — Selected occupational groups within a career path cluster. Opportunities for specialization may depend upon local employment needs and recommendations by the local business and industry advisory committee.

Career Path(way) — A series of educational experiences that enable students to progress toward achievement of a career goal. Students may begin their career pathways in elementary and middle schools with awareness and exploration programs, and refine their education/career focus as they move through the technical core, career path cluster, and career specialization options in high school and postsecondary programs.

Career Preparation Standards — Statements that describe seven "workplace readiness" skills which all students need to master in order to be successful at work, regardless of their chosen field. These include: personal skills, interpersonal skills, thinking and problem solving, communication skills, occupational safety, employment literacy skills, and technology literacy skills.

Career-Technical Assessment Project (C-TAP) — A project conducted jointly by Far West Laboratory for Educational Research and Development and the Career-Vocational Education Division, California Department of Education, to plan, develop, and implement a student certification system using performance-based assessment tasks in high school, adult education programs, and Regional Occupational Center/Programs.

Career-Vocational Education Division — A division within the California Department of Education that provides state leadership, technical assistance, and support services to assist local education agencies with development and implementation of high quality career-vocational education programs in five disciplines: Agriculture, Business, Home Economics, Health Careers, and Industrial Technology.

Competitive Recognition Events (CRE) — Competitive activities that offer additional leadership opportunities for FHA-HERO members to demonstrate skills learned through a home economics program and receive recognition for their achievement.

Consumer Home Economics (CHE) — A program that enables students to become self-sufficient in work, personal, and family roles through instruction in leadership and seven content areas: Child Development and Guidance; Clothing and Textiles; Consumer Education; Family Living and Parenting Education; Food and Nutrition; Housing and Furnishings; and Individual and Family Health.

Consumer Home Economics (CHE) Comprehensive Core — A two-year, sequenced home economics program for grades 9-10 that contains instruction in seven content areas and leadership, highlighting the relationship of a well-ordered personal and home life to a productive and satisfying work life. The seven areas include Child Development and Guidance; Clothing and Textiles; Consumer Education; Family Living and Parenting Education; Food and Nutrition; Housing and Furnishings; and Individual and Family Health. The first year offers introductory level instruction that focuses on management of personal and family life. Advanced instruction in the second year builds upon competencies mastered in the introductory course and provide the depth and breadth needed to establish a strong foundation for a home economics career path cluster.

Consumer Home Economics (CHE) Content Area Standards — Statements that describe expectations for student achievement including the knowledge, skills, attitudes, and behaviors in seven CHE content areas and leadership. The content areas include: Child Development and Guidance; Clothing and Textiles; Consumer Education; Family Living and Parenting Education; Food and Nutrition; Housing and Furnishings; and Individual and Family Health.

Consumer Home Economics (CHE) Content Area Specialization — Advanced instruction in one of seven CHE content areas that builds upon the CHE comprehensive core. Continued studies in the CHE content areas provide additional background for students choosing to enter one of the eight career path clusters as well as postsecondary education.

Curriculum — A guide for planning and implementing a sequenced course of study in a discipline.

Entry-level Jobs — Beginning level employment in which workers are under direct supervision while gaining experience in a job, trade, or career.

Future Homemakers of America - Home Economics Related Occupations (FHA-HERO) — A vocational student organization that is an integral part of the home economics instructional program. FHA-HERO assists students in developing the personal, leadership, citizenship, and occupational skills needed to function effectively as a member of the family, community, society, and workforce.

Home Economics Education — Instructional programs that equip young men and women with vital interpersonal and life management skills, while preparing them for entry level employment and advanced education in one of eight home economics-related career path clusters. Emphasis is placed upon development of skills for balancing home and work responsibilities to enhance worker productivity.

Home Economics Related Occupations (HERO) — An educational program that prepares individuals for paid employment in an entry-level job or for entrepreneurship, advanced training beyond entry-level, or retraining in an occupation that requires home economics content area knowledge and skills. The program also may prepare individuals for advancement in an occupation requiring postsecondary education. HERO programs include eight career path clusters: Child Development and Education; Consumer Services; Family and Human Services; Fashion Design, Manufacturing, and Merchandising; Food Science, Dietetics, and Nutrition; Food Service and Hospitality; Hospitality, Tourism, and Recreation; Interior Design, Furnishings, and Maintenance.

Home Economics Related Occupations Standards — Statements that describe the workplace competencies common to all jobs and careers related to home economics. These competencies include dignity of work, employer and employee relations, disability facilitation, business management, team building and leadership, life management, and transferability.

Integrated Curriculum Activities — Teaching strategies and learning activities that integrate academic and occupational content in order to achieve the identified curriculum standards. Integrated activities are aimed toward preparing a student to complete an identified career path to achieve a career goal.

Leadership Skills — Skills used by effective leaders in the home, school, workplace, and community. In home economics programs, these skills should be taught through the activities of Future Homemakers of America - Home Economics Related Occupations (FHA-HERO), the vocational student organization, which are integral to instruction in a home economics education program.

Model Curriculum Standards — Statements of expectation for student achievement. Each standard contains a cognitive component describing what a student should know and a behavioral component describing what a student should be able to do with respect to a particular concept or set of skills. These standards direct curriculum development and assessment.

Occupational Specific Standards — Statements that describe the knowledge, skills, attitudes, and behaviors associated with broad occupational groups within the career path cluster.

Program — An organized, articulated sequence of instructional units or courses that prepares students to master identified curriculum standards.

Sequence of Courses — A progression of courses in which home economics and academic education are integrated and support achievement of academic and home economics curriculum standards. This series of courses provides students with a non-duplicative sequence of increasingly complex instruction leading to diplomas, certificates, degrees, and/or continued educational opportunities in a variety of career pathways.

Student Certification — An assessment system that measures students' performance across four dimensions: content knowledge, career preparation, analysis, and communication in a home economics career path cluster. Designed to recognize attainment of prescribed curriculum standards at a proficient or advanced level, students complete a series of assessment tasks. Assessment tasks provide evidence of achievement to be presented to prospective employers as well as postsecondary admissions personnel and instructors.

Technical Core Standards — Statements that describe knowledge, skills, attitudes, and behaviors that are generic to all aspects of working in any of the home economics career path clusters. These standards include the career preparation standards and home economics related standards.

Transferable Standards — Statements that describe the knowledge, skills, attitudes, and behaviors needed by all Consumer Home Economics (CHE) students as they apply home economics subject matter in managing their multiple work, personal, and family roles. Transferable standards should be integrated into instruction in each of the seven CHE content areas.

APPENDIX C

*California Basic Educational Data System (CBEDS) Codes & Titles**

The California Basic Educational Data System (CBEDS) is a coding system for reporting data about staff and enrollments to satisfy major state and federal vocational education reporting requirements. CBEDS codes identify the instructional level and content of home economics courses for Consumer Home Economics and courses/programs for Home Economics Related Occupations.

Consumer Home Economics Education (Elementary/Secondary – Grades 6-12)

4310	EXPLORATORY HOME ECONOMICS I /II
4311	COMPREHENSIVE HOME ECONOMICS I/II
4320	CHILD DEVELOPMENT AND GUIDANCE
4322	ADVANCED/ARTICULATED CHILD DEVELOPMENT AND GUIDANCE
4330	CLOTHING AND TEXTILES
4332	ADVANCED/ARTICULATED APPAREL CONSTRUCTION
4340	CONSUMER EDUCATION
4350	FAMILY LIVING AND PARENTING EDUCATION
4360	FOOD AND NUTRITION
4362	ADVANCED/ARTICULATED NUTRITIONAL SCIENCE
4363	ADVANCED/ARTICULATED PRINCIPLES OF FOOD PREPARATION
4371	HOME MANAGEMENT
4380	HOUSING AND HOME FURNISHINGS
4390	INDIVIDUAL AND FAMILY HEALTH
4396	OTHER ADVANCED/ARTICULATED COURSES IN CONSUMER HOME ECONOMICS
4398	OTHER CONSUMER HOME ECONOMICS COURSE
4399	DEPARTMENT CHAIR

Home Economics Related Occupations (Secondary/Adult)

4400	CHILD CARE AND DEVELOPMENT
4401	TEACHING CAREERS
4410	FASHION MERCHANDISING
4411	FASHION AND TEXTILE DESIGN
4412	APPAREL MANUFACTURING, PRODUCTION AND MAINTENANCE
4420	FOOD, BEVERAGE AND HOSPITALITY SERVICES
4421	FOOD AND BEVERAGE PRODUCTION AND PREPARATION
4430	INTERIOR DESIGN, FURNISHINGS AND MAINTENANCE
4440	HOSPITALITY, TOURISM AND RECREATION
4441	LODGING SERVICES
4442	TRAVEL RELATED SERVICES
4443	THEME PARKS, ATTRACTIONS, AND EVENTS
4450	FAMILY AND HUMAN SERVICES
4451	ELDER CARE/INTERGENERATIONAL SERVICES
4460	CONSUMER, PERSONAL AND FINANCIAL SERVICES
4470	FOOD SCIENCE, DIETETICS AND NUTRITION
4471	FOOD SCIENCE AND TECHNOLOGY

* Contact the home economics regional supervisor who serves your geographical area for descriptors of the codes.

APPENDIX D

Summary of Academic Standards

Cross-Referencing of the Home Economics Education Model Curriculum Standards With the Academic Standards

All of the home economics model curriculum standards apply and/or reinforce concepts taught in the academic areas of English/language arts, history/social science, mathematics, and science. Educators from the four academic areas, identified as experts in understanding their respective standards and frameworks, worked cooperatively with Consumer Home Economics (CHE) and Home Economics Related Occupations (HERO) educators to identify these relationships.

Because of the differences in how the four academic areas identify standards, strands, and/or concepts, excerpts from the California frameworks for these areas are provided. The academic instructors who worked on this assignment identified the content in these excerpts.

ENGLISH / LANGUAGE ARTS STANDARDS FOR HIGH SCHOOL

Developing Ethical, Aesthetic, and Cultural Values
Standard 1. Students study the central works to develop ethical, aesthetic, and cultural values.

Confronting Major Social and Political Issues
Standard 2. Students confront the major social and political issues, thus acquiring a common body of knowledge embedded in literature.

Participating in an Extensive Reading Program
Standard 3. Students participate in an extensive reading program supported by a large library system, including classroom, school, and community libraries. Both core works, studied in depth by all students, and "good reads," selected by students from works included on the extended reading list, make up each student's reading program.

Selecting a Core of Literary Works for All Students
Standard 4. Personnel in school districts select a core of literary works for all students to encounter. Together, students study some works in depth, and they read some works on their own.

Reading Core Works in Depth
Standard 5. To ensure thorough comprehension, students read the core works in depth.

Comprehending in Depth and with Sophistication
Standard 6. Students learn to comprehend in depth and with sophistication the nuances as well as the larger meaning of a variety of works.

Experiencing a Variety of Literary Genres
Standard 7. Students read and experience a variety of literary genres, including the novel, short story, poetry, drama, biography, and essay.

Learning About Other Disciplines
Standard 8. Students learn more about the perspectives of other disciplines, such as science, history, economics, mathematics, and art, and about how their acquisition of language skills in listening, speaking, reading, and writing develops their ability to learn across the entire school curriculum.

Responding to the Core Works
Standard 9. Students respond actively to the core works through integrated listening, speaking, reading, and writing activities.

Developing a Systematic Writing Program
Standard 10. Districts and/or schools develop a systematic writing program.

Learning the Writing Process
Standard 11. All students learn that writing is a process that includes stages called prewriting, drafting, revising, and editing.

Writing Cogent, Clear, and Concise Prose
Standard 12. All students learn to write cogent, clear, and concise prose connected to the literary works they are studying.

Developing Voice and Style
Standard 13. Students write to develop their own voice and style.

Studying Conventions of Writing
Standard 14. Through direct teaching, students study the conventions, such as grammar, punctuation, and spelling, when these conventions have not already been acquired through reading, writing, and using oral language.

Participating in Oral Communication Activities
Standard 15. Students regularly participate in oral communication activities, such as class discussions, panel presentations, and debates on worthwhile topics.

Striving for High-Quality Oral Presentations
Standard 16. Students strive for high-quality oral presentations through an awareness of standards, through class assessment, and through motivation inspired by good models.

Model Effective Speaking and Listening
Standard 17. Students are supported and reinforced by the adults in their environment who model and guide effective speaking and listening skills and who exemplify proper respect for the diversity of language.

Improving Oral and Aural Language Abilities
Standard 18. Students engage in many activities that enhance and improve their oral and aural language abilities.

Teaching Listening Skills
Standard 19. Listening skills require direct teaching.

Applying Higher-Level Thinking in Detecting Propaganda
Standard 20. Students apply higher-level thinking, such as analysis, synthesis, and evaluation, as they detect propaganda techniques.

Studying Vocabulary in Context
Standard 21. Students study vocabulary words in context-drawn from literature or other disciplines studied.

Studying Etymology to Increase Vocabulary
Standard 22. Students study etymology, the roots and histories of words, as a means of acquiring a larger and more precise vocabulary.

Teaching Vocabulary as Part of Instruction in Speaking and Writing
Standard 23. Teaching vocabulary should be part of teaching speech and writing as well as comprehension activities.

Participation in Specialized Courses
Standard 24. Students participate in specialized courses that integrate their skills and allow them to pursue their own interests.

Emphasizing New Assessment Methods and Tools
Standard 25. Assessment methods and tools should be aligned with a new emphasis (1) on substance and actual students' performance; (2) on the integration of writing, comprehension, and speaking; and (3) on contextual acquisition of vocabulary and technical skills.

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HISTORY / SOCIAL SCIENCE
STANDARDS FOR HIGH SCHOOL

Goal of Knowledge and Cultural Understanding

(1) Historical Literacy
- Develop a keen sense of historical empathy
- Understand the meaning of time and chronology
- Analyze cause and effect
- Understand the reasons for continuity and change
- Recognize history as common memory, with political implications
- Understand the importance of religion, philosophy, and other major belief systems in history

(2) Ethical Literacy
- Recognize the sanctity of life and the dignity of the individual
- Understand the ways in which different societies have tried to resolve ethical issues
- Understand that the ideas people profess affect their behavior
- Realize that concern for ethics and human rights is universal and represents the aspirations of men and women in every time and place

(3) Cultural Literacy
- Understand the rich, complex nature of a given culture: its history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, architecture, technology, science, education, sports, social structure, and economy
- Recognize the relationships among the various parts of a nation's cultural life
- Learn about the mythology, legends, values, and beliefs of a people
- Recognize that literature and art reflect the inner life of a people
- Develop a multicultural perspective that respects the dignity and worth of all people

(4) Geographic Literacy
- Develop an awareness of place
- Develop locational skills and understanding
- Understand human and environmental interaction
- Understand human movement
- Understand world regions and their historical, cultural, economic, and political characteristics

(5) Economic Literacy
- Understand the basic economic problems confronting all societies
- Understand comparative economic systems
- Understand the basic economic goals, performance, and problems of our society
- Understand the international economic system

(6) Sociopolitical Literacy
- Understand the close relationship between social and political systems
- Understand the close relationship between society and the law
- Understand comparative political systems

Goal of Democratic Understanding of Civic Values

(1) National Identity
- Recognize that American society is now and always has been pluralistic and multicultural
- Understand the American creed as an ideology extolling equality and freedom
- Recognize the status of minorities and women in different times in American history
- Understand the unique experiences of immigrants from Asia, the Pacific islands, and Latin America
- Understand the special role of the United States in world history as a nation of immigrants
- Realize that true patriotism celebrates the moral force of the American idea as a nation that unites as one people the descendants of many cultures, races, religions, and ethnic groups

(2) Constitutional Heritage
- Understand the basic principles of democracy
- Understand the historical origins of basic constitutional concepts such as representative government, separation of powers, and trial by jury

(3) Civic Values, Rights, and Responsibilities
- Understand what is required of citizens in a democracy
- Understand individual responsibility for the democratic system

Goal of Skills Attainment and Social Participation

(1) Participation Skills
- Develop personal skills
- Develop group interaction skills
- Develop social and political participation skills

(2) Critical Thinking Skills
- Define and clarify problems
- Judge information related to a problem
- Solve problems and draw conclusions

(3) Basic Study Skills
- Obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment

Grade Nine — Elective Courses in History / Social Science
- Our State in the Twentieth Century
- Physical Geography
- World Regional Geography
- The Humanities
- Comparative World Religions
- Area Studies: Cultures
- Anthropology
- Psychology
- Sociology
- Women in Our History
- Ethnic Studies
- Law-Related Education

Grade Ten — World History, Culture, and Geography: The Modern World
- Unresolved Problems of the Modern World
- Connecting With Past Leanings: The Rise of Democratic Ideas
- The Industrial Revolution
- The Rise of Imperialism and Colonialism: A Case Study of India
- World War I and Its Consequences
- Totalitarianism in the Modern World: Nazi Germany and Stalinist Russia
- World War II: Its Causes and Consequences
- Nationalism in the Contemporary World
  - The Soviet Union and China
  - The Middle East: Israel and Syria
  - Sub-Saharan Africa: Ghana and South Africa
  - Latin America: Mexico and Brazil

Grade Eleven — United States History and Geography: Continuity and Change in the Twentieth Century

- Connecting With Past Leanings: The Nation's Beginnings
- Connecting With Past Leanings: The United States to 1900
- The Progressive Era
- The Jazz Age
- The Great Depression
- World War II
- The Cold War
- Hemispheric Relationships in the Postwar Era
- The Civil Rights Movement in the Postwar Era
- American Society in the Postwar Era
- The United States in Recent Times

Grade Twelve — Principles of American Democracy

- The Constitution and the Bill of Rights
- The Courts and the Governmental Process
- Our Government Today: The Legislative and Executive Branches
- Federalism: State and Local Government
- Comparative Governments, With Emphasis on Communism in the World Today
- Contemporary Issues in the World Today

Grade Twelve — Economics

- Fundamental Economic Concepts
- Comparative Economic Systems
- Microeconomics
- Macroeconomics
- International Economic Concepts

History - Social Science Framework
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MATHEMATICS
STANDARDS FOR HIGH SCHOOL

Standard 1: Mathematics as Problem Solving

Use, with increasing confidence, problem-solving approaches to investigating and understanding mathematical content

Apply integrated mathematical problem-solving strategies to solve problem from within and outside mathematics

Recognize and formulate problems from situations within and outside mathematics

Apply the process of mathematical modeling to real-world problem situations

Standard 2: Mathematics as Communication

Reflect on and clarify their thinking about mathematical ideas and relationships

Formulate mathematical definitions and express generalizations is covered through investigations

Express mathematical ideas orally and in writing

Read written presentations of mathematics with understanding

Ask clarifying and extending questions related to mathematics they have read or heard about

Appreciate the economy, power, and elegance of mathematical notation and its role in the development of mathematical ideas

Standard 3: Mathematics as Reasoning

Make and test conjectures

Formulate counterexamples

Follow logical arguments

Judge the validity of arguments

Construct simple valid arguments

Construct proofs for mathematical assertions, including indirect proofs and proofs by mathematical induction

Standard 4: Mathematical Connections

Recognize equivalent representations of the same concept

Relate procedures in one representation to procedures in an equivalent representation

Use and value the connections among mathematical topics

Use and value the connections between mathematics and other disciplines

Standard 5: Algebra

Represent situations that involve variable quantities with expressions, equations, inequalities, and matrices

Use tables and graphs as tools to interpret expressions, equations, and inequalities

Operate on expressions and matrices and solve equations and inequalities

Appreciate the power of mathematical abstractions and symbolism

Use matrices to solve linear systems

Demonstrate technical facility with algebraic transformations, including techniques based on the theory of equations

Standard 6: Functions

Model real-world phenomena with a variety of functions

Represent and analyze relationships, using tables, verbal rules, equations, and graphs

Translate among tabular, symbolic, and graphical representations of functions

Recognize that a variety of problem situations can be modeled by the same type of function

Analyze the effects of parameter changes on the graphs of functions

Understand operations on, and the general properties and behavior of, classes of functions

Standard 7: Geometry from a Synthetic Perspective

Interpret and draw three-dimensional objects
Represent problem situations with geometric models and apply properties of figures
Classify figures in terms of congruence and similarity and apply these relationships
Deduce properties of, and relationships between, figures from given assumptions
Develop and understanding of an axiomatic system through investigating and comparing various geometries
Use, with increasing confidence, problems-solving approaches to investigate and understand mathematical content
Apply integrated mathematical problem-solving strategies to solve problems from within and outside mathematics
Recognize and formulate problems from situations within and outside mathematics
Apply the process of mathematical modeling to real-world problem situations

Standard 8: Geometry from an Algebraic Perspective

Translate between synthetic and coordinate representations
Deduce properties of figures, using transformations and using coordinates
Identify congruent and similar figures, using transformations
Analyze properties of Euclidean transformations and relate translations to vectors
Deduce properties of figures using vectors
Apply transformations, coordinates, and vectors in problem solving

Standard 9: Trigonometry

Apply trigonometry to problem situations involving triangles
Explore periodic real-world phenomena, using the sine and cosine functions
Understand the connection between trigonometric and circular functions
Use the circular functions to model periodic real-world phenomena
Apply general graphing techniques to trigonometric functions
Solve trigonometric equations and verify trigonometric identities
Understand the connections between trigonometric functions and polar coordinates, complex numbers, and series

Standard 10: Statistics

Construct and draw inferences from charts, tables, and graphs that summarize data from real world situations
Use curve fitting to predict from data
Understand and apply measures of central tendency, variability, and correlation
Understand sampling and recognize its role in statistical claims
Design a statistical experiment to study a problem, conduct the experiment, and interpret and communicate the outcomes
Analyze the effects of data transformations on measures of central tendency and variability
Transform data to aid in data interpretation and prediction
Test hypotheses, using appropriate statistics

Standard 11: Probability

Use experimental or theoretical probability, as appropriate, to represent and solve problems involving uncertainty
Use simulations to estimate probabilities
Understand the concept of a random variable
Create and interpret discrete probability distributions
Describe, in general terms, the normal curve and use its properties to answer questions about sets of data that are assumed to be normally distributed
Apply the concept of a random variable to generate and interpret probability distributions, including binomial, uniform, normal, and chi square

Standard 12: Discrete Mathematics

Represent problem situations, using discrete structures such as finite graphs, matrices, sequences, and recurrence relations
Represent and analyze finite graphs, using matrices
Develop and analyze algorithms
Solve enumeration and finite probability problems
Represent and solve problems, using linear programming and difference equations
Investigate problem situations that arise in connection with computer validation and the application of algorithms

Standard 13: Conceptual Underpinnings of Calculus

Determine maximum and minimum points of a graph and interpret the results in problem situations
Investigate limiting processes by examining infinite sequences and series and areas under curves
Understand the conceptual foundations of limit, the area under a curve, the rate change and the slope of a tangent line, and their applications in other disciplines
Analyze the graphs of polynomial, rational, radical, and transcendental functions

Standard 14: Mathematical Structure

Compare and contrast the real number system and its various subsystems with regard to their structural characteristics
Understand the logic of algebraic procedures
Appreciate that seemingly different mathematical systems may be essentially the same
Develop the complex number system and demonstrate facility with its operations
Prove elementary theorems within various mathematical structures, such as groups and fields
Develop an understanding of the nature and purpose of axiomatic systems

Strands

Functions
Algebra
Geometry
Statistics and Probability
Discrete Mathematics
Measurement
Number
Logic and Language

Mathematics Framework
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SCIENCE
STANDARDS FOR HIGH SCHOOLS

The Major Themes of Science

What are themes? They could also be called big ideas, overarching concepts, unifying constructs, or underlying assumptions. They are distinct from facts and concepts. A fact is a statement based on confirmed observation and inference, such as the number of electrons in an atom of iron, the date of the discovery of helium, or the descent of birds from dinosaurs. A concept often involves several facts; for example, the concept of continental drift, the need for repeatable observations in constructing science, or how magnets work. Themes are larger ideas; they link the theoretical structures of the various scientific disciplines and show how they are logically parallel and cohesive. Scientific literacy lies not only in knowing facts and concepts but also in understanding the connections that make such information manageable and useful.

What are the major themes of science? Science can be organized in many ways; those presented here should be regarded as only one way to integrate the overarching concepts of science into a curriculum that spans scientific disciplines. The suggested arrangement of themes is designed to encompass and connect a great deal of the basic data and evidence of science. No doubt there are alternative arrangements that would work equally well. The important point is that at least some thematic structure will improve the recitation of disunited scientific facts and examples that has come to pass for science in many current curricula and instructional materials.

Six themes, explained in the following pages, are developed in this framework. They are:

1. Energy
2. Evolution
3. Patterns of Change
4. Scale and Structure
5. Stability
6. Systems and Interactions

(1) Energy

Energy is a central concept of the physical sciences that pervades biological and geological sciences because it underlies any system of interactions. Energy can be taught as a bond linking various scientific disciplines. Defined in physical terms, energy is the capacity to do work or the ability to make things move; in chemical terms, it provides the basis for reactions between compounds; and in biological terms it provides living systems with the ability to maintain their systems, to grow, and to reproduce.

(2) Evolution

Evolution in a general sense can be described as change through time, and virtually all natural entities and systems change through time. But evolution is not just the history of natural things; it is also the study of patterns and processes that shape these histories. These patterns and processes may be astrophysical, geological, biological, or biochemical, and all contribute to the evolution of the universe as we know it.

(3) Patterns of Change

Change through time, of course, is one pattern of change, but there are other kinds. Rates and patterns of change are essential features of the natural world. Analyses of changes help us to describe and understand what is happening in a natural system and, to some extent, control changes (particularly in technological applications). Understanding different kinds of changes helps us to predict what will happen next. Knowing about different patterns of change helps us

to identify patterns of nature as we encounter them and to look for underlying mechanisms and connections. Patterns of change can be usefully divided into three types: (1) trends; (2) cycles; and (3) irregular changes. Some systems of precesses show more than one kind of pattern of change.

(4) Scale and Structure

The kinds of structures that can be described in the natural world are many. The diversity of life, of geological forms and microstructures, of chemical and physical structures, configurations, combinations, and interactions appears to be almost endless. And it can be endlessly described in instructional programs, often to the exclusion of other important themes in science. The point is to show how different kinds of structures are related, how they explain and illuminate each other, and how structure at different hierarchical levels (a phenomenon of scaling) shows unique properties at each level.

(5) Stability

Stability refers to constancy; that is, the ways in which systems do not change and why. The ultimate fate of many systems is to settle into a balanced steady state or a state of equilibrium. In such states all forces are balanced. It is important to distinguish between the state of equilibrium and the steady state. The former is typified by a person sitting on a step of a stopped escalator, the latter by a person walking down a moving escalator just as fast as the escalator moves upward. Equilibrium is rare in living systems because living systems are inherently dynamic. (What physicists call steady state is what chemists and biologists call dynamic equilibrium.)

(6) Systems and Interactions

Natural systems may include solar systems, ecosystems, individual organisms, and chemical and physical systems. By defining the boundaries of a system, a study of the system and its parts and interactions is possible.

Content of Science

- Physical Science
  - A. Matter
  - B. Reactions and Interactions
  - C. Force and Motion
  - D. Energy: Sources and Transformations
  - E. Energy: Heat
  - F. Energy: Electricity and Magnetism
  - G. Energy: Light
  - H. Energy: Sound
- Earth Science
  - A. Astronomy
  - B. Geology and Natural Resources
  - C. Oceanography
  - D. Meteorology
- Life Science
  - A. Living things
  - B. Cells, Genetics and Evolution
  - C. Ecosystems

Science Framework

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